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ABSTRACT

Contained in this publication are activity units for grades five and six on the following topics: the individual and his environments, world of work, self, economics, education and training, employability and work adjustment, and vocational decision making. Each unit gives developmental objectives, related behavioral objectives, suggested activities, sample lessons, materials, and procedures. For example, under the topic World of Work is found a unit called varieties of work. This unit is designed to develop an awareness of classifications of occupations. Two of five suggested activities are the following: make a list of unusual jobs of men and women, then expand the list to a scrapbook of pictures, drawings, and narrations; role play the head of a company, and dramatize problem situations such as strikes or equipment needed that hasn't arrived. The sample lesson given involves classifying jobs found in the telephone book. (BB)

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CAREER DEVELOPMENT
SIDNEY CITY SCHOOLS

ACTIVITIES
5-6

CE 015 269

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THE INDIVIDUAL AND HIS ENVIRONMENTS

WORLD OF WORK

SELF

ECONOMICS

EDUCATION AND TRAINING

EMPLOYABILITY AND WORK ADJUSTMENT

VOCATIONAL DECISION MAKING

5-6

ED 015 269

TOPICS

THE INDIVIDUAL AND HIS ENVIRONMENTS

- Why People Work
- The Individual and Work
- Environment and Work

WORLD OF WORK

SELF

ECONOMICS

EDUCATION AND TRAINING

EMPLOYABILITY AND WORK ADJUSTMENT

VOCATIONAL DECISION MAKING

In the broad area, The Individual and His Environments, the following topics are developed:

Work topics — the concept of work, the necessity of work to the individual and his physical and social environments, and the concepts of needs and wants.

Individual topics — the interrelationships among people, differences among individuals, and the contributions of individuals.

Environment topics — the work in the family, school, peer group, community, society, and the world.

In this area, an awareness and an appreciation of work related to the individual and environments are encouraged. The motivation to become a productive worker at his own level is fostered in the child. The progression from family to the world corresponds to the natural expansion of the child's world.

WHY PEOPLE WORK

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an appreciation that work is a way of life.
- Work is the acceptance of responsibility in the form of tasks.
- Play is work.
- Education is work.
- In later life, people work at jobs or other meaningful tasks.

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given possible reasons why people work, the child will be able to compile a written list of five ways in which work is essential to the individual.

2. Given a list of local industries or businesses, the child will be able to list five ways in which work of each is essential.

3. Given historical information from books, newspapers, etc. the child will be able to define how workers helped our country become a strong nation.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Discuss ways in which work is essential to the individual and community.

2. Discuss the most numerous types of occupations engaged in during various eras of United States history (e.g. hunting, farming, shipping in the colonial era; farming during pioneer era, factory work in the modern era). Make a mural depicting the work discussed for each era.

3. Discuss with the class tasks which need to be done in the classroom. List these tasks on a chart and have students volunteer to perform them. For each task listed, have someone state why it is work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Occupations Through U.S. History"

MATERIALS

Art supplies, including pencils, paper, paint, paint brushes, etc.

PROCEDURES

1. Have the students discuss the most numerous types of occupations engaged in during various eras of U.S. history:

   Colonial Era
   Pioneer Era
   Expansion Era
   Modern Era

2. Divide into small groups and have each group list three occupations engaged in for each era:

   Colonial—hunting, trading, shipping
   Pioneer—fishing, trapping, farming
   Expansion—railroad building, lumber-jacking
   Modern—factory work, radio and television, law enforcement, etc.

3. Have each group explain how their three choices are essential to the society in that time.

4. Have each group make a mural depicting the work listed within each era.

5. Show and explain each mural to the entire class.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an appreciation that work is man's way of creating, preserving, changing and/or rebuilding his environment. That the important environments within which he lives are:

family
school
community
society
world

RELATED BEHAVIORAL OBJECTIVES

1. Given his family and his community, the child will be able to state in written form ways of creating, preserving, changing and/or rebuilding the environment within which these exist.
2. The child will be able to apply his work skills to rebuilding some aspect of his environment.

SUGGESTED ACTIVITIES

1. View a 16MM film about the life and work of a famous inventor such as Thomas Edison. Discuss the movie in class, to discover why his inventions brought change. Have books about Edison available for interested class members to further their study.
2. List how work has brought about changes in man's environment.
3. Read about people who have performed acts that have preserved aspects of their environment.
4. Discuss several simple inventions such as the telegraph; have interested students make working models of the inventions or have students design their own models.
5. Observe environments and discuss work being done to create, preserve, change or rebuild them. Discuss work that could be done and talk about ideas and means to change.
6. Visit a museum, viewing scope of technological advances.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Clean a Polluted Area"

MATERIALS

Transportation, cleaning utensils, filmstrips, magazines, and newspapers.

PROCEDURES

1. Show film or filmstrip illustrating the pollution problems in our society.
2. Discuss with children ways in which man could work to rebuild a more pleasing environment.
3. Plan a trip to a local polluted area (i.e. field of trash or lake). Have the children decide time, date, tools needed, etc.
4. Have the children work to clean the area. (Could be one-half day or Saturday).
5. Discuss with the children what they believe their project accomplished. Include reading about other similar efforts and new ways in which man is improving his environment at all levels, including family, school, community, society, world.

NOTES AND COMMENTS

THE INDIVIDUAL AND WORK

DEVELOPMENTAL OBJECTIVE

To develop an appreciation that through work people meet their needs.

Food
Shelter
Clothing
Psychological needs—safety

RELATED BEHAVIORAL OBJECTIVES

1. Given a comparative index of income, the child will be able to identify ways in which needs would be met differently on an income of, e.g., $5,000 per year, as compared to $20,000.
2. Given an imaginary disaster, the child will be able to describe what he must do to survive.
3. Given a local disaster, the child will be able to describe what he must be able to do to restore himself to his previous status.
4. Given an item of food, clothing or shelter, the child will be able to demonstrate steps followed in the production of that item.
5. Given a debate on the topic, "To Work or Not to Work," the child will be able to indicate several reasons why people choose to work.

SUGGESTED ACTIVITIES

1. Discuss the basic needs of all people. List these needs on the board. Decide what would be sent in a CARE package to people in a disaster or poverty area.
2. Choose clothing needed to begin the school year given $100.00 in play money and a catalogue or newspaper.
3. Make bread in class after discussing the materials needed and steps involved in the process.
4. Plan and carry out a debate on the topic "To Work or Not to Work."

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Impossible Mission"

MATERIALS

Slides, pictures or filmstrips of an uninhabited area (oasis in the desert, forest, island, jungle), small swimming pool half-filled with dirt, several sticks for writing in the dirt.

PROCEDURES

1. This lesson should be preceded by some classwork on basic needs. To set up the classroom, before the children arrive, push all of the desks to the back leaving the front free for the pool. Have the pictures or what you use ready to go but covered until you begin. Turn out the lights and have the children close their eyes. State: "Your class has just been mysteriously transported to an uninhabited area. As you open your eyes you will see your new surroundings. Your mission, should you choose to accept it, is to survive. The only objects you have are the pool half-filled with dirt and what you see in the pictures."

2. At this point tell the class that it is on its own for establishing ways and means of staying alive and providing for its needs. Remind your students that they have only the dirt and whatever objects they see in the pictures to work with. (Make sure the pictures provide enough variety with which to produce the basic needs.)

3. Discuss the process they have gone through and evaluate their success at survival. Reflect feelings they experienced and problems they encountered.

4. Follow with a discussion of basic needs and the manner in which they meet them in their everyday life.

5. An additional step to this lesson would be to see how many of the objects from the uninhabited area are available locally. If a sufficient number are available, the children could attempt to make some of the items they determined would be necessary to fulfill their basic needs.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an appreciation that work is a way of fulfilling personal wants.

RELATED BEHAVIORAL OBJECTIVES

1. Given the socio-economic status ranking of various occupations and their accompanying salary ranges, the child will be able to:
   a. rank the work according to possible monetary gain
   b. list those luxuries many families may be able to afford today
   c. classify work according to its level of intrinsic gain

2. Given the simulated task of choosing a certain type of work, the child will be able to list things which would give him a sense of personal accomplishment and satisfaction, (i.e., monetary, intrinsic . . . teacher will differentiate and explain).

3. Given the statement, "I need $_____each month to live," the child will be able to indicate several possible differences in life style, according to the amounts stated.

4. Given the assignment to help another student, the child will be able to check one of the following on how he felt while doing so:
   uncomfortable
   pleased
   etc.

SUGGESTED ACTIVITIES

1. Make a list of luxuries in the home which could be eliminated if necessary. Discuss the reasons why people have luxuries.

2. Interview and tape representatives of occupations to determine monetary and intrinsic gain.

3. Discuss with the class the different reasons why people work.

4. Role play people in different occupations. Discuss the rewards each occupation provides.

5. Visit different work settings to determine necessary and intrinsic gain.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Volunteers and Personal Wants"

MATERIALS

Blackboard, chalk

PROCEDURE

1. Discuss what volunteer work is. How is it related or unrelated to "jobs" (i.e. responsibilities, money, satisfaction, etc.)?

2. List on the blackboard as many types of volunteer work as possible. Have class choose one type to study in detail, such as hospital volunteers.

3. Arrange a visit to the hospital. Have each child or group of children interview a volunteer. Have them ask questions about why he does volunteer work; what are the qualifications, etc.

4. Have each child present his findings in the class and summarize how volunteer work fulfills needs of satisfaction, love, helping others, etc.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreication that work is a way of fulfilling environmental wants.

Beauty
Recreation
Comforts
Space

RELATED BEHAVIORAL OBJECTIVES

1. Given the environmental wants listed, the child will be able to indicate several ways in which environmental wants can be fulfilled through work.
2. Given an experience focusing on one of the environmental wants, e.g. a visit to a fair or a museum, the child will be able to compare ways in which feelings might differ if he had to earn the money needed to participate or if his parents were paying for it.

SUGGESTED ACTIVITIES

1. Discuss environmental wants—beauty, recreation, comforts, and space.
2. Discuss healthy work attitudes which will best meet the environmental wants.
3. Invite a speaker from the unemployment bureau to discuss work and rewards from work.
4. Role play a family whose work attitudes do not fulfill their environmental wants (i.e. all family members unemployed) and a family in which they do fulfill their environmental wants (i.e. one or more members are gainfully employed).
5. View a business establishment in the community and interview workers to ascertain reasons for working and the environmental wants which their work meets.
6. Discuss the idea of whether enjoyment of beauty, recreation, comforts, and space is affected by whether one is required to pay for them.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Creation of Society After Total Destruction"

MATERIALS

Books on primitive societies, tape recorder

PROCEDURE

1. Have children read about primitive man and the jobs he created to better his situation.
2. Have children list environmental wants in priority (beauty, recreation, comforts, space) with regard to which ones are necessary for him as an individual and which ones are desirable but not mandatory.
3. Discuss and tape which jobs in their new society will fulfill their environmental wants.
4. Discuss and tape discussion of present day jobs which satisfy these wants.
5. Play both tapes and have children compare ideas of both.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the interaction and interdependence among individuals at work in their environments.

Competition, cooperation, compromise, adjustment
Conflict
Power
Tasks assigned by us, tasks assigned to us

RELATED BEHAVIORAL OBJECTIVES

1. Given two specific related "jobs," the child will be able to cite the ways in which the "jobs" are related.

2. Given a list from which to choose, the child will be able to select the various "jobs" that he depends on for food, clothing, shelter, recreation, etc.

3. Given a completed group project, the child will be able to list the tasks he undertook and state whether he assigned them to himself or another assigned them to him.

SUGGESTED ACTIVITIES

1. Discuss all the different "jobs" and workers involved in building a school or apartment house. Discuss how each job and worker depend on others.

2. Write a skit about a project that requires many different tasks for completion. Have each child represent a "task" and tell how it is related to the other tasks.

3. Visit a factory or large office building. Have the child observe the different "jobs" required for the final product.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interaction and Interdependence of Workers"

MATERIALS

Cardboard, cellophane, popsicle sticks, glue, construction paper, paint and brushes

PROCEDURE

1. With the class, discuss the many different workers needed to build a school building. Begin with the architect who plans and draws blueprints, then talk about the several tasks of the contractors and employees; digging the foundation (machinists to run large equipment as bulldozers); laying the foundation (cement finishers and bricklayers); building the actual structure (carpenters, bricklayers, and laborers); interior decoration (people who select fixtures, furniture and curtains).

2. As the discussion progresses, list or draw the types of work required to complete the building.

3. Next discuss how all the workers must depend upon each other so that they can carry out their own task. Also talk about the interaction which must take place among the workers while they complete their tasks.

4. Divide into groups of five or six. Have each group member select a task to carry out in building a model school building. Use popsicle sticks and cardboard for the foundation and walls, glue for cement, tempera paint for interior, cellophane for windows, cardboard and construction paper for fixtures and furniture. Tasks can be delegated as follows:

foundation builder	one person
wall and roof builders	one or two people
gluer	one person
painter	one person
interior designer	one or two people

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of individual differences in work.

Personal characteristics
Environment
Preferences
Limitations

RELATED BEHAVIORAL OBJECTIVES

1. Given a specific job, the child will be able to list the personal characteristics, including preferences and limitations, of an individual who would be effective in this job.
2. Given background information from various countries or areas, the child will be able to distinguish how different environments may affect how people work.
3. Given an art activity, the child will be able to indicate in which ways he performed his task differently from one other student, though both had been given the same task.
4. Given work in varying situations, the child will be able to describe how he feels working in these different situations.
5. Given a visit to an art gallery and a list of artistic styles, the child will be able to compare and contrast the work of two artists.
6. Given hypothetical job descriptions, the child will be able to give his reaction to each in terms of its environment, his personal characteristics and preferences, and its limitations.

SUGGESTED ACTIVITIES

1. Read about different jobs and discuss personal characteristics that are related to each.
2. Show 16MM film that illustrates skills necessary for different jobs. List these skills.
3. Develop a play that illustrates all the different skills needed for a specific job (e.g. making a dress).
4. Using occupational kits, simulate doing a specific job.
5. Draw cartoons of workers who don't seem to fit their work.
6. Observe a worker for a specific period of time to note the skills, type of environment, and limitations apparent to the work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Relief Map"

MATERIALS

Art supplies, salt, flour, food coloring, water and water colors

PROCEDURE

1. Discuss how individuals differ in their work according to their personal characteristics, preference and limitations.

2. Give the students an art activity related to a geography or history lesson. (Example — construction of a relief map of a certain area of the United States or world.)

3. Have students view each class members' project and compare the individual differences that evolved from the same directions.

4. Relate these findings to a general discussion of how people can approach the same task differently and still fulfill requirements. Relate this broadly to individual differences in occupations.

NOTES AND COMMENTS

ENVIRONMENT AND WORK

DEVELOPMENTAL OBJECTIVE

To develop an awareness of work and its contributions to the community.

Work accomplished by the community for others.
Work done for the community by others.

RELATED BEHAVIORAL OBJECTIVES

1. Given a community observation or field trip, the child will be able to list and describe ten jobs that are performed in the community, and five areas of work that are not jobs.
2. Given information concerning the work of various community members, the child will be able to explain ways in which each contributes to the community.
3. Given a job outside the home, the child will be able to cite how the job contributes to the community.
4. Given information concerning a business, industry, or service new to the community, the child will be able to project possible contributions to be made by each.
5. Given a list of ways to become involved, the child will be able to choose to participate in an activity aimed at community improvement. (Example: collect newspapers, bottles, etc.)
6. Given the adults in his family, the child will be able to identify work that they do aside from their job that contributes to the community.

SUGGESTED ACTIVITIES

1. Make a poster of community workers and note their contributions.
2. View films and filmstrips about community workers and discuss the jobs of each.
3. Write and present a play, "One Day in Our Community," showing how the work of the community contributes to the community and how the workers contribute to each other.
4. Attend a meeting of the city council, school board, planning or zoning commission, and report to the class on contributions to the community made by the group.
5. Take a walk through the community. Observe the workers and discuss their jobs with them if they aren't too busy. Discuss how each worker contributes to the community.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Jobs in the Community"

MATERIALS

Films, filmstrips, pamphlets

PROCEDURE

1. Take a field trip to a factory, and have the children list the various qualifications and characteristics that one would need to perform a job. The teacher can collect the job specifications and then compare them to the specifications that the children think are necessary.

2. Discuss in the class the observations, comments, questions, and lists of the children and also compare the specifications from the factory with those listed by the children.

3. Show films or filmstrips related to factory work.

4. Have a guest speaker from the factory come in and talk to the children.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of work in the peer group.

Work tasks accomplished by group
Work done for the group

RELATED BEHAVIORAL OBJECTIVES

1. Given a leadership task, the child will be able to choose members and delegate responsibility to complete the assignment.
2. Given a work project, the child will be able to complete it successfully with the aid of members of his peer group.

SUGGESTED ACTIVITIES

1. Keep a study of group activities for one week. Note the reasons why problems arose or why things went smoothly.
2. Discuss working together as a group and the problems and rewards.
3. Plan a bulletin board for the week with a small group of peers.
4. Discuss leadership within a small group.
5. Role play a situation in which one does not complete or adequately perform his job.
6. Have students discuss possible problems and people involved before role playing.
7. Observe another small group in the classroom. Note reasons for cooperation or problems within the group. Suggest to the group how to improve group relations and work. Then have the other group observe the first work group and make suggestions.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Geography Unit and Small Group Work"

MATERIALS

Library materials and art materials

PROCEDURE

1. Following a discussion about how people work in a group to accomplish a task, plan a unit in geography about one country.
2. Have a class divide into several groups. Have each group select a particular area of knowledge about that country which it would like to study. Areas of study might be education, transportation, physical characteristics, industry, etc.
3. Provide library and art material for the children so that they can spend several days working on the subject.
4. Have a class discussion after each work period about problems that each group might have in trying to work together. Share information about how one group solved that particular problem.
5. Take notes on each group discussion and compare with the next day's discussion to see if any improvements have been made.
6. Have children present results of their group work.
7. Summarize in a discussion what they have learned about workers in a group. See if they are able to identify tasks that would be good for group work and tasks that would not be good.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of work and its contribution to society.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of workers, the child will be able to determine their contribution to society.
2. Given a family situation, the child will be able to determine this family's contribution to society.
3. Given the situation, the child will be able to name his work interests and their relationship to society.
4. Given a visit to an industry, business, or service agency, the child will be able to list three contributions made to society by the organization.
5. Given a newspaper, television, or magazine report concerning a strike, the child will be able to name those services of which society is being deprived because of the strike.

SUGGESTED ACTIVITIES

1. View 16MM films and filmstrips of workers in society. Discuss the tasks and contributions of each of the workers.
2. Interview guest speakers about their work.
3. Observe workers in the community. List those observed, the work each does, and how each contributes to society.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What Does Business Contribute to Society?"

MATERIALS

Films, filmstrips, newspapers, guest speakers, pamphlets, and books.

PROCEDURE

1. Plan a field trip to a place of business and have the children list at least three contributions that the business makes to society.
2. In class, discuss the lists of contributions compiled by the children.
3. Provide books, newspapers, pamphlets, 16MM films and filmstrips to discover if there are any contributions that might have been omitted.
4. Invite a guest speaker to tell what contributions he feels that his business makes to society and then compare what the speaker said with the lists compiled by the children.
5. Produce a play in which the children depict what contributions a business makes to society.
6. The teacher might stimulate interest by asking the children how business might be detrimental to society.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the environments and an awareness that a worker can contribute to his culture.

Family School	Community Society	World	Through Resource Production of goods and services Consumer

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RELATED BEHAVIORAL OBJECTIVES

1. Given readings focusing on various minority groups, the child will be able to list unique ways in which various minority groups contribute to the American culture.
2. Given examples of work of various minority groups, the child will be able to compare and contrast contributions made to our culture by various minorities.
3. Given a visit to a work site, the child will be able to identify ways and means by which a worker's environment may deter and/or facilitate a worker's cultural contributions.
4. Given a list of possible contributions, the child will be able to list ways in which he, as an individual, makes unique contributions to his environment and thus to his culture.
5. Given a class discussion, the child will be able to compare and contrast his contributions to those of his peers and to discuss reasons for the differences.

SUGGESTED ACTIVITIES

1. List contributions to the culture made by people within child's acquaintance.
2. Interview another child in the class in regard to contributions the child views his mother/father making to the culture via work.
3. Role play work performed by various sub-groups.
4. Conduct panel or seminar focusing on contributions made by individuals to our culture.
5. Take trips to various sections of the city community in which different subcultures play prominent roles.
6. Construct a chart or bulletin board focusing upon unique contributions of various sub-groups in our culture.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Class Newspaper"

MATERIALS

Typewriter, paper, pencils, ditto and machine

PROCEDURE

First Day

1. Divide the class into two groups.

2. One group will be the reporters and the other will be interviewed on the contributions that their parents are making to the culture via work.

Second Day

1. The groups change roles and complete the interviews.

Third Day

1. Type the responses on the ditto.
2. Run the ditto and distribute a copy to each student.

Fourth Day

1. Discuss responses in the paper.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of one's environments and an awareness of ways that a worker serves the world.

Family School	Community Society	World	Through Resources Production of goods and services Consumer

---

RELATED BEHAVIORAL OBJECTIVES

1. Given an understanding of the interrelationship of various types of work, the child will be able to list the steps through which one product goes from its origin to delivery to the final location.
2. Given a list of several types of work, the child will be able to indicate ways in which the work is related to world needs.
3. Given a community need, the child will be able to apply himself to a task that will make his environment better.
4. Given the names of national or world figures and positions, the child will be able to match the names with the roles.

SUGGESTED ACTIVITIES

1. Interview workers to find out how they feel they serve the world.
2. Discuss the ways workers serve the world.
3. Role play the life of a famous person who served or serves the world.
4. Perform as a class a job which will serve the community (e.g. planting trees, cleaning up a vacant lot, etc.) Discuss other contributions the class could make to the community as individuals or groups.
5. Research the background required for a person in a governmental position (senator, judge, vice-president, etc.) Identify ways in which the person serves the world.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What It Takes To Be A _____"

MATERIALS

Stationery, stamps, art materials (for bulletin board)

PROCEDURE

1. Identify various prominent governmental positions (Senator, Supreme Court Judge, Vice-President, etc.) Determine, through questions and discussions, what the students already know regarding background or requirements for these positions.

2. Operating from the base which the students already have, divide the class into groups and have each group select one position on which to do research.

3. Utilizing various sources (encyclopedias, government publications, letters to officials, etc.) have the students complete as accurate a description as possible of the requirements for the position assigned.

4. If possible, have the student secure photographs of men or women serving in these roles. Present, orally, information collected, allowing students to ask questions. After the materials have been shared, utilize them for a class or school display.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an appreciation of the interactions of all environments.

RELATED BEHAVIORAL OBJECTIVES

1. Given the various environments in which he finds himself, the child will be able to compare the roles which he plays in his various environments (i.e., home, school, community, society and world.).

2. Given situations in which interaction occurs, the child will be able to compare and contrast favorable and unfavorable interaction between environments (e.g., family and school).

3. Given home and school experiences, the child will be able to describe his understanding of the interactions of all his environments.

SUGGESTED ACTIVITIES

1. Invite a famous alumnus or alumna of the school to discuss the role that the school played in his/her life and work.

2. Role play the situation encountered by a newly-enrolled student. Discuss the way one feels when he encounters a new environment.

3. Tour the community and observe the interactions that are apparent between the family and school.

4. Arrange for and present a panel composed of a parent, a student, and a member of the school staff to discuss ways in which each one's work affects the others, positively and/or negatively.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interaction With a New Environment"

MATERIALS

Paper and pencils

PROCEDURE

1. Students will discuss the various environments (school, home, etc.) with which they interact.
2. A small group of students will role play the situation encountered by a newly-enrolled student in their school.
3. Students will discuss and act out the way one feels when he encounters a new environment.
4. Each student will write ways in which he would assist a new student in the school, and demonstrate the alternative means.

NOTES AND COMMENTS

WORK AS "JOBS" OR "OCCUPATIONS"

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an awareness of the meaning of the concepts "job" and "occupation."

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a list of various jobs, the child will be able to define, to his own and the teacher's satisfaction, the word "job" as used in this context.
2. Given the assignment to research the topic, the child will be able to compare and/or differentiate in written form between "job" and "vocation," and "job" and "profession."
3. Given a list of tasks a child performs at home and school, the child will be able to list a minimum of five tasks he has performed that are similar to "jobs."

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Use tape recorder to tape the child talking about kinds of jobs. Place the recorder in a place where other students can listen to the tapes.
2. Cut out pictures illustrating jobs.
3. Set up a role playing situation in which the children perform various jobs.
4. Tutor children in lower grades as an active example of a "job."
5. Plan a trip to an industry to notice the jobs there. Have each child watch one worker for a specified period and keep track of all the things he does. Follow up by making charts showing similarities and differences and discuss meaning to co-workers, to children and others.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work as 'Job' or 'Occupations'"

MATERIALS

Tape recorder, tapes of occupations (commercially produced—for example, by Guidance Services)

PROCEDURE

1. As individual assignment:
   a. Determine difference in titles ("jobs" and "occupations").
   b. List jobs students have had at home, school, community.
   c. Determine if these jobs could lead to a particular occupation.
2. As a class, discuss and tape record findings.
3. Have recorder available for student use.
4. If possible, have purchased occupational tapes for students' use.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an appreciation of the importance of all "jobs" or "occupations."

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of occupations, the child will be able to tell why each is important.
2. Given a list of jobs performed within his city, the child will be able to provide a minimum of three reasons for the existence of each job.
3. Given a list of jobs which exist in his community, the child will be able to designate, orally, or in written form, the "jobs" which currently affect him the most as compared to those which influence someone else, e.g. his parents, to the greatest extent.
4. Given the imaginary condition that a "job" which he considers important no longer exists, the child will be able to describe the possible effects on him as a person.

SUGGESTED ACTIVITIES

1. Cut out pictures of persons performing "jobs" and wirte about the importance of each.
2. Arrange a hall display relevant to the importance of all jobs.
3. Take pictures of people working in the community. Show them to the class or put them on the bulletin board. Describe their importance.
4. Carry out a class unit on an area such as transportation/communication and discuss the roles of workers in that industry.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Transportation: Past, Present and Future"

MATERIALS

References, especially from areas of transportation
Transportation for trip
School permit slips

PROCEDURE

1. Divide class into committees by specific type of transportation.

2. Committees develop their form of transportation and report as to past, present and future status.

   a. Need of specific transportaiton
   b. Social rules and regulations regarding form of transportation.
   c. Workers as to type of occupation, duties, place in industry.

3. If possible, visit area of transportation such as airport, railroad station, or railroad museum to interview workers.

4. Role play in committees a form of transportation in the future.

NOTES AND COMMENTS

VARIETIES OF WORK

DEVELOPMENTAL OBJECTIVE

To develop an awareness of classifications of occupations.

RELATED BEHAVIORAL OBJECTIVES

1. Given a minimum of ten occupations, the child will be able to classify occupations into professional, semi-professional, skilled and unskilled and provide one reason for the classification.
2. Given a list of classifications of occupations, the child will be able to state, in written form, what constitutes an occupation as professional, semi-professional, skilled or unskilled.
3. Given a list of classification of occupations, the child will be able to list five occupations which pertain to each of the four categories involved—professional, semi-professional, skilled and unskilled.

SUGGESTED ACTIVITIES

1. Make a list of unusual jobs of men and women. Expand the list to a scrapbook of pictures, drawings, and narration.
2. Use pages in the telephone book to discuss the variety of jobs and classify them as professional, skilled, or unskilled. Local want ads may also be used.
3. Write a short paper describing the skills needed to perform a job in one of the categories.
4. Give a program demonstrating different jobs and occupations.
5. Role play the head of a company. Set up problem situations to dramatize such as strikes, equipment needed that hasn't arrived.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Classifying with the Telephone Book"

MATERIALS

Telephone Book

PROCEDURE

1. Review the meaning of professional, semi-professional, skilled and unskilled, giving several examples of each.
2. Select a particular job family such as city employees.
3. With the class, compile a list of city employees using the telephone book as a guide.
4. Discuss what the job of each city employee involves.
5. Differentiate between the education and skills required for each job.
6. Categorize the jobs as professional, semi-professional, skilled or unskilled.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interdependence of "jobs" and "occupations."

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of "jobs," the child will be able to describe their interdependence.
2. Given a tour of the community, the child will be able to write a short paper on the interdependence of the "jobs" seen.
3. Given a specific situation, the child will be able to list the ways various jobs viewed are interdependent.
4. Given the description of his parent's job, the child will be able to cite other jobs that are dependent on those of his parents.
5. Given a situation in which the child's father's job was changed, the child will be able to define ways in which his mother's life might be altered.
6. Given a list of school personnel, the child will be able to state orally how they are interdependent.

SUGGESTED ACTIVITIES

1. Cut out pictures and write about interdependence of "jobs."
2. List all the "jobs" in the school and describe how they depend on one another.
3. Create full display on the interdependence of "job."
4. Tour the community and note the interdependence of "jobs."
5. Observe a new house being built. List interdependence of each worker.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interdependence of School Workers"

MATERIALS

School personnel roster, including positions of personnel.

PROCEDURE

1. Review with students the meaning of "dependent," "independent" and "interdependent."

2. Elicit from the students and the school directory a list of all of the jobs in the school system including superintendent, personnel manager, curriculum supervisor, principals, teachers, teacher aides, teaching specialists (speech, reading, etc.) guidance personnel, nurses, custodians, maintenance men, students, etc.

3. Discuss the meaning and purpose of each job.

4. Have the students divided into small groups, choose three of the jobs and list ways in which they depend on each other, e.g., curriculum supervisor, principal, teacher.

   a. Curriculum supervisor: responsible for setting up curriculum throughout the system. Depends on the principal and teachers to implement the programs and suggest necessary changes.

   b. Principal: responsible for presenting curriculum to the staff. Depends on curriculum supervisors for the plan and on the teachers for implementing and feedback.

   c. Teachers: responsible for presentation of materials to the students for their use and reactions. Depends on curriculum supervisor and principal for the plan.

5. Have each one of the small groups interview one of the people they choose to verify the correctness of their assumptions.

6. Follow-up discussion to determine:
   a. what they found out.
   b. how it fit what they had thought.
   c. how they felt about it.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the concept of division of labor.

RELATED BEHAVIORAL OBJECTIVES

1. Given background information on the division of labor, the child will be able to list the divisions of labor within his home, his school, the community and the nation.
2. Given a work experience, the child will be able to demonstrate two completed tasks in which he illustrates the division of labor and identifies the divisions as they occur.
3. Given a simulated situation or some audio-visual aids, the child will be able to demonstrate the division of labor as it exists within the community or the nation.

SUGGESTED ACTIVITIES

1. Cut out pictures and write about the division of labor.
2. Prepare a hall display on the division of labor.
3. Take pictures of workers, divide into categories.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

Hall display on division of labor

MATERIALS

Art supplies—paper, pens, colored pencils, magazines

PROCEDURE

1. Discuss the concept of division of labor.
2. Plan how to present the idea in the hall display on division of labor in house construction.
3. Decide how to divide the labor in getting the full display ready and divide accordingly.
4. Prepare the display and put it up.
5. Evaluate the hall display.
6. Evaluate the division of labor involved in getting the display ready and up: the advantages, disadvantages, problems encountered, individual reactions, and feelings.

NOTES AND COMMENTS

WORK FAMILIES IN ENVIRONMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that there are different careers within major work fields.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of major work fields, the child will be able to designate and describe a minimum of five careers which are a part of three major work fields, e.g. medicine, business, education.
2. Given lists of major work fields and careers, the child will be able to match correctly the various careers with the major work fields.
3. Given field trips of various types, the child will be able to identify the major work fields and careers included in the visits.

SUGGESTED ACTIVITIES

1. Cut out pictures and write about careers in major work fields.
2. Show the differences between an accountant, clerk, bookkeeper and secretary by writing about the different places in which they work.
3. Simulate a TV program with the topic, "Name of the Job Is." Know which jobs are related to math or science, etc.
4. Play a game called "Name That Job." Use two teams of equal size and have each team act out different jobs to the other team for them to identify.
5. Role play a TV weatherman giving his weather report.
6. Take pictures of workers and their jobs.
7. Plan and take a trip to a local industry.
8. Make mobiles showing different kinds of work in major work fields. Use names of workers, tools used or pictures of workers as parts.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work Field Mobiles"

MATERIALS

Dictionary, DOT, pictures, magazines, art materials, wire, string

PROCEDURE

1. Have the children divide into groups of three.
2. Show them how mobiles are made and discuss what makes a good mobile.
3. Have each group choose a major work field and make its own unique mobile showing at least 7 to 10 careers within that work field.
4. Have the mobiles judged by someone outside the class.

NOTES AND COMMENTS

WORK FAMILIES

DEVELOPMENTAL OBJECTIVE

To develop an awareness that work can be categorized into job families.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of types of work and categories of work families, the child will be able to match the type of work with the correct work family.
2. Given a list of work families, the child will be able to provide a minimum of ten kinds of work which apply to each work family.
3. Given a list of the types of work performed by his classmates' parents, the child will be able to determine the work family classification of each.
4. Given a list of the types of work performed by the class members themselves, the child will be able to determine in what work family this might be included.

SUGGESTED ACTIVITIES

1. Develop a chart listing characteristics required within different work families.
2. With a group, gather information about work families and report to each other. Select an occupation and find out the requirements for that job. Place it into a work family book. Write the Chamber of Commerce or Bureau of Labor for information about work families. Make a notebook describing work families.
3. Visit families on the block and interview people regarding the work that they do. Share the various experiences and make a bar graph of work families showing how many of the people interviewed fall into each category.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Worker Interview"

MATERIALS

Bar graph for work families

PROCEDURE

1. Discuss with the children what an interview situation is, its purpose, courtesy for and manner in which one is usually handled. Have them role play one or two.

2. Set up with the children questions that might be asked of workers to determine into which work family their work falls.

3. Have each child make arrangements to see at least five workers on his block. Try not to overlap.

4. Provide the children with sheets listing the questions they decide upon, allowing room for answers.

5. Have the children conduct the interview.

6. Follow up. Discuss the responses to the interviews and decide which work family each person's job is in and place it on the bar graph.

7. Discuss their feelings about the interviews.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the influence of work on personal factors—residence, work hours, clothing, and friends.

RELATED BEHAVIORAL OBJECTIVES

1. Given a map of the state in which he lives, the child will be able to list possible types of work available to each area, and/or reasons for possible lack of work.
2. Given a list of job characteristics, the child will be able to list some job characteristics which may influence an individual in his choice of an occupation.
3. Given a job description and yearly salary, the child will be able to describe a worker's housing area, type of residence, social-recreational aspects, daily schedule, etc.
4. Given a knowledge of his parents' work, the child will be able to list personal factors that are affected by the parents' work.
5. Given a knowledge of his parents' work and work of a peer's parents, the child will be able to differentiate between his life style and that of at least one other student and provide several reasons for the existence of these differences.

SUGGESTED ACTIVITIES

1. Cut out pictures of workers and write about personal factors that are affected by their work.
2. Make a mural showing how housing changes from the rural area to the center of a city.
3. Role play the home life of a blue collar worker, a white collar worker, and a professional.
4. Make a model of an inner-city residence and a model of a suburban residence.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work's Influence on Personal Factors"

MATERIALS

none

PROCEDURE

1. Have the class choose several jobs that interest them and about which they have some knowledge.
2. Discuss how each of the jobs affects a worker's residence, working hours, clothing, friends, etc.
3. Arrange for the personnel director from a local industry or business to come to the class. Have that person present information about the types of jobs available in his place of work.
4. Divide the class into groups of 2 or 3 and have them choose one of the jobs presented to be responsible for when they visit the work site. Have them interview the worker who holds the job they chose on-site and stress in the interview work influence on personal factors.
5. Have each group present the information gathered to the class, comparing and contrasting how different jobs have different influences and how different workers in the same job reported their views.

NOTES AND COMMENTS

WORK FAMILIES IN ENVIRONMENT

DEVELOPMENTAL OBJECTIVE

To develop an awareness that the government has major job classifications.

RELATED BEHAVIORAL OBJECTIVES

1. Given two classification listings, the child will be able to compare and contrast the methods by which jobs are classified.
2. Given job classifications, the child will be able to list examples of each.
3. Given the opportunity to select, the child will be able to choose a job classification that would be suited to his talents as he views them.
4. Given the assignment, the child will be able to list a job classification for which his talents are not suited.

SUGGESTED ACTIVITIES

1. Match jobs and their major job classification.
2. Discuss why a classification of jobs is expedient and/or necessary.
3. Visit work settings in as many of the major job classifications as possible.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"City Workers"

MATERIALS

None

PROCEDURE

1. Monday. Take a trip to the Court House or City Building. See as many different jobs as possible. Ask people what training they needed and what knowledge and strengths one would need for those jobs. Jobs to see—secretaries, political jobs—appointed and elected, janitors, policemen, firemen, etc.

2. Tuesday. In class discuss how these people help the community. What services do they perform? Which job appeals to you and why? Set up a mock government with election of officials and people campaigning. People must decide if and why they want to run for office and what would be expected of them if they won. Other people would be appointed to jobs (why they are appointed—trustworthy, likable, etc.) Class could set up together jobs of officials in a classroom.

3. Wednesday. Do group work in connection with science. Have children elect leader, secretary, janitor for each group. Each group should plan to clean up a section of the community. Will show that each person must do his part to make the project succeed. Secretaries will give reports of groups. Jobs can be done over next 2 days or longer if desired. One group could do projects for Red Cross—scrapbooks, memo pads, etc.

4. Thursday. Continue jobs, discuss how this compares with planning that a city government does each day. Talk about jobs at home and how a family has to work together to make sure a home is run smoothly.

5. Friday. Have a speaker—mayor or other city official— come in to talk about how his job helps community and need for working together. For longer than a week a filmstrip on city government could be shown. A play showing city government could be worked up.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of work in the school system.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of occupations, the child will be able to list ten occupations within the school system.
2. Given a specific occupation in the school, the child will be able to describe at least three tasks performed by the worker.
3. Given a list of school board members, the child will be able to research each member's occupation to determine the diversity of occupations represented.
4. Given a class discussion, the child will be able to describe why he feels he would or would not like to be a specific school worker.
5. Given experience with a school person, the child will be able to demonstrate a task that a person performs (i.e., secretary, proper telephone manners; treasurer, write checks properly; nurse, weighing properly).

SUGGESTED ACTIVITIES

1. Have school personnel visit room as resource people and explain their jobs.
2. Discuss feelings about job before and after study of particular occupation.
3. Develop an organizational chart showing structure of the school system (e.g., school board, superintendent, principal, teachers, etc)
4. Role play various school personnel at work, showing proper and improper way of carrying out tasks.
5. Visit and observe various school personnel at work.
6. Interview at least one school board member. Determine his occupation, his previous work with the schools, his reasons for serving on the school board, and his feelings about doing so.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Workers in the School System"

MATERIALS

Newspapers, magazines, school publications, camera

PROCEDURE

1. Make a list of the various types of workers in the school system. Have children gather their list from their own knowledge, interviews with the principal or a telephone call to the secretary of the local school system.

2. Gather pictures of these people at work from magazines, newspapers, school publications or pictures students take.

3. Gather information about what each worker does from the individuals themselves. Personal interviews or telephone calls would be a good source.

4. Make a bulletin board of the organizational structure of the school personnel. Include in the chart the pictures of the workers and the information gathered.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work in Ohio

RELATED BEHAVIORAL OBJECTIVE

1. Given pamphlets and other publications from the State of Ohio, the child will be able to research and list at least fifty kinds of work in Ohio.
2. Given a list of occupations, the child will be able to point out "jobs" or work that is significant in Ohio.
3. Given a report from the Bureau of Labor and Statistics, the child will be able to compare employment opportunities in Ohio with those in an adjacent state, and discuss the reasons for their similarities and dissimilarities.
4. Given employment information for Ohio, the child will be able to explain the seasonal effects on employment.
5. Given pamphlets and maps from the State of Ohio, the child will be able to discuss in written form the geographical advantages available in Ohio as an industrial state.

SUGGESTED ACTIVITIES

1. Cut pictures from magazines depicting work in Ohio and write stories about the work.
2. Develop a book of poems about "jobs." Include in the poems the work unique to Ohio and its results. Present the book to a lower grade.
3. Develop lists of workers in Ohio according to job families. Make a job tree using branches for job families and leaves for jobs.
4. Set up a school-wide employment service with students assuming all tasks involved in the operation. Have students apply for jobs based on their interests and apittudes.
5. Play "Name the job."
6. Using pictures of "jobs" taken from magazines about Ohio and the state map, develop a bulletin board. Use yarn to stretch from the location of the work to the picture representing the work.
7. Locate and visit some place of work in the community that is not duplicated any place in the state. Take pictures of the visit and share them with another class.
8. Organize and present to parents an "Ohio World of Work" fair.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work in Ohio"

MATERIALS

Bulletin board
Art Supplies
Yarn
Map of Ohio

PROCEDURE

1. Compile a list of jobs that are unique to the State of Ohio. Use the state map, pamphlets from state department, geography books, etc.

2. Gather pictures of these jobs from magazines, pamphlets, the industries, businesses, and information from the State of Ohio.

3. Make a bulletin board using the map of the state as the center. Place the pictures gathered on the fringe and stretch yarn from the picture to the particular place in Ohio where this job is mainly done.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interdependence of workers in a specialized society.

RELATED BEHAVIORAL OBJECTIVES

1. Given a visit to an industry, the child will be able to cite three examples of interdependence of workers in a specialized society.
2. Given a list of workers, the child will be able to describe the ways in which their work may be interdependent.
3. Given a family of jobs, the child will be able to list jobs from unskilled to professional or generalist to specialist.
4. Given various sources of information (e.g. magazines and newspapers), the child will be able to explain what changes or problems may occur as a result of a strike or work stoppage.
5. Given a discussion on the topic of work in a specialized society, the child will be able to describe advantages and disadvantages of life in a specialized society.

SUGGESTED ACTIVITIES

1. Make bulletin board displays describing the specialization of jobs.
2. Cut out pictures and write about interdependence of workers in a specialized society.
3. Role play a situation where two jobs are interdependent.
4. Visit bank to see how cancelled checks are processed. Make note of how many people are needed to complete the process and contributions made by each.
5. Visit an area in which a production line is in operation. Attempt to outline skills or abilities important to each individual worker.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Interdependence"

MATERIALS

Art supplies
Poster Paper
Magic Markers
Many old magazines

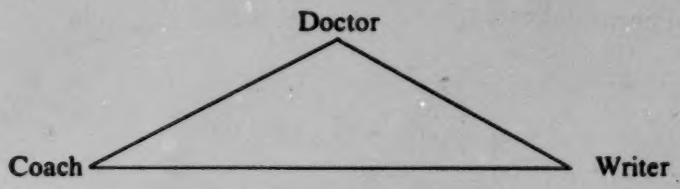
PROCEDURE

1. Instruct the students to write down the three jobs they think they would most like to have. Stress that the jobs should be things they want for more than just money value.

2. Have them find pictures of men working at these jobs and glue them to the poster board in three groups in triangular diagram.

3. Have them try to determine if these jobs interrelate or if they could be done by one person.

4. Example:



Doctors and coaches work with people and writers tell how people are and live. Doctors and coaches can give writers things to write about. If you were a doctor, you would know more about how the body works and be a better coach.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work in the nation and world.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of various jobs in the world, the child will be able to give a talk about one worker found in the nation and not in his state and one worker found in the world and not in his nation.

2. Given a list of extinct and current jobs, the child will be able to choose and describe at least five jobs which were not in existence _____ years ago, and provide a reason for their origin.

3. Given a basic understanding of economic systems, the child will be able to describe in what ways a nation's economic development affects its variety of work.

4. Given a long list of types of work, the child will be able to choose those considered to be unusual types of work and be able to describe to the teacher's satisfaction at least one of the jobs on the list.

5. Given pictures of various types of work in the nation and world, the child will be able to state why he feels he would or would not like the type of work depicted.

SUGGESTED ACTIVITIES

1. List the occupations involved in making a cake, a suit of clothing and a television program.

2. Develop lists of work unique to our nation and to other countries in the world. Develop similar lists of work common to our nation and to many other countries.

3. Make lists of and draw pictures about jobs which no longer exist.

4. Role play a variety of workers in the nation and world.

5. Plan and produce a travel program. For each country, have work common only to that country as well as work similar to that of other countries. Use slides or draw pictures to show the locale and have the students make costumes and tools needed to depict the work. Make wall murals including map of country and some of above.

6. Take a field trip to some place of work unique to the community or local area. Take pictures of and/or make drawings of the various people, their work or work tools.

7. Organize a "World of Work" fair to be given for parents.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work and Workers unique to our Nation and other Countries being studied"

MATERIALS

Reference letters from embassies/Chamber of Commerce

PROCEDURE

Before unit:

1. Write letters to embassy/Chamber of Commerce for information.

   a. types of work in that country/state
   b. work especially unique to country/state

2. Unit study

   Discuss in class areas of work
   Compile lists of similar occupations
   Compile different and unique occupations
   Develop bulletin board showing unique occupations

3. Compare another section of the world with unit studies of Japan and California and West Coast of United States.

NOTES AND COMMENTS

WORK INFORMATION IN VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the utility of pamphlets, monographs, and briefs.

RELATED BEHAVIORAL OBJECTIVES

1. Given occupational questions, the child will be able to answer them, utilizing pamphlets, monographs, and briefs.
2. Given access to various pamphlets, monographs, and briefs, the child will be able to locate the information he wants.
3. Given a variety of pamphlets, monographs, and briefs, the child will be able to choose those which are on his own level and read them to secure needed or desired information.
4. Given pamphlets, monographs, and briefs, the child will be able to critically analyze them according to format, content, interest and appearance.

SUGGESTED ACTIVITIES

1. Write to local manufacturers for printed literature about their business or industry and report the findings to the class.
2. Compare the kinds of information available from different pamphlets, monographs, and briefs.
3. Develop and print a pamphlet describing the school, its facilities, faculty, student body, curriculum, activities, resources, and material. Distribute the pamphlets to anyone interested in receiving one and ask for reactions.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Informational Materials"

MATERIALS

Paper, envelopes, stamps, ditto masters and ditto paper.

PROCEDURE

1. Make a list of occupations in which the children are interested. Narrow the list down to four or five for the purposes of the pamphlet.

2. Have the children write the companies, organizations, etc. to get information about those occupations.

3. When all the information has been gathered, divide into committees to produce a pamphlet on those occupations for which there is information.

NOTES AND COMMENTS

WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE

To develop an awareness that there are worker traits unique to each job.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of worker traits and job descriptions, the child will be able to match desired traits with appropriate jobs.
2. Given a list of worker traits, the child will be able to compare his strengths to these, and thus match his present traits to a particular group of jobs.
3. Given worker traits and jobs, the child will be able to explain two or three reasons why the given traits are desirable.

SUGGESTED ACTIVITIES

1. Discuss dress or uniforms of different occupations.
2. Invite a person who works night shift and tell how it affects or alters his family life.
3. Report to class about parents' interests and how they compare with the students' interests.
4. Make a list of jobs which require working at night and ask students' reactions to this work requirement.
5. Take a field trip to a local employment agency. Interview the job counselors concerning unique characteristics of various jobs.
6. Working in pairs, have each child list his worker interests and/or traits (physical, mental, personality) as he sees them. Give them to his partner and have his partner suggest two or three jobs for which the student would be suited. Explain reasons for choices.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Job Characteristics"

MATERIALS

none

PROCEDURE

1. Discuss what "job" characteristics are. Do this by choosing several jobs and discussing what characteristics of each "job" are: e.g., education, working conditions, tasks performed etc.

2. Have each child interview a person he knows who has a job. Have him find out what that person sees as the characteristics of his job.

3 Have each child share the information with the class.

4. Summarize in a discussion the many different "job" characteristics.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

RELATED BEHAVIORAL OBJECTIVES

1. Given occupational descriptions, the child will be able to list some talents which could be effectively utilized in one or more of them equally well.
2. Given a variety of occupations, the child will be able to describe some of his personal talents and how they are related to various jobs.
3. Given assigned tasks, the student will be able to apply his talents effectively to various tasks.

SUGGESTED ACTIVITIES

1. Discuss the role of women in the world of work.
2. Have students keep a record of their leisure activities for a period of a week.
3. Invite an employment counselor or other resource person to talk about different occupations as they relate to different talents.
4. List talents required for a group of specific occupations. Compare and contrast the differences in requirements between them.
5. Role play a situation where an individual posseses certain abilities and uses them effectively in different tasks.
6. Have three people who share a particular talent (athletic ability, musical ability) discuss with the class the different ways in which they are currently utilizing the same talent.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Relating Abilities and Occupations"

MATERIALS

Speakers (workers and employees in various occupations)
Trip arrangements (transportation, chaperones, permission)

PROCEDURE

1. Have student individually develop a list of his own particular and unique talents.

2. Have students as a class determine the talents which are required of workers in various occupations through

   a. speakers, interviews
   b. field trip to plants and employment agencies
   c. research

3. Have student demonstrate the wide choice of occupations open to one with each set of talents.

NOTES AND COMMENTS

DYNAMICS IN THE WORLD OF WORK

DEVELOPMENTAL OBJECTIVE

To develop an awareness that technological changes bring about work changes.

RELATED BEHAVIORAL OBJECTIVES

1. Given information concerning previous eras of history, the child will be able to list at least ten ways in which the way of life has changed.
2. Given a unit on industrialization, the child will be able to describe the way this era has affected the types of jobs available to him.
3. Given the history of agriculture, the child will be able to point out the places in history where technological advances have affected agriculture.
4. Given a trip to the railroad yard, the child will be able to show how rail cars can carry a greater variety of items because of the technological advances in rail cars (e.g. refrigeration).

SUGGESTED ACTIVITIES

1. Interview or invite to class a retired worker to tell how he views the world of job change.
2. Discuss topic "As mechanization continues, what jobs are likely to increase? Decrease?"
3. Set production line to demonstrate automation.
4. Research information on farmer's life around 1700 and today. Divide the class in two groups. Have one group prepare a skit on a day in the life of the farmer around 1700. Have the other group prepare a skit on a day in the life of a typical farmer today. Compare with a discussion.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Time and Work Change"

MATERIALS

Drawing paper, paints, art supplies

PROCEDURE

1. Have students try to remember jobs they have read about or seen on TV that no longer exist.
2. Discuss the reasons why these jobs do not exist:
   a. needs of society
   b. usefulness
   c. economics
   d. industry and production
   e. technology
3. Discuss why an individual cannot perform a job which supplies only intrinsic awards? only extrinsic?
4. Make a collage of some jobs which have been created within the last five years. Try to identify reasons why these jobs came into being.
5. Draw pictures contrasting extinct and existing jobs.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the evolution of industrial and professional occupations.

RELATED BEHAVIORAL OBJECTIVES

1. Given resource materials, the child will be able to select one occupation and trace its evolution.
2. Given present day job descriptions, the child will be able to compare and contrast today's jobs with jobs of the past.

SUGGESTED ACTIVITIES

1. Explore the changes that have occurred in an occupation as a result of a particular invention.
2. Invite an industrialist to explain the job changes in his industry which have occurred in the past twenty to thirty years.
3. Read about the work of the slave: compare and contrast his life and work with that of the sharecropper and migrant worker.
4. Invite a migrant worker or former southern black worker to tell of his work experiences.
5. Contrast work as performed in former years, from initiation to completion by one man, to the same work done today, utilizing the talents of several individuals.
6. Research old newspapers twenty to forty years old and compare "want ads" with those of today's newspapers.
7. Make butter or ice cream and compare the steps in doing this to the steps utilized in a creamery.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Development of a Banking System"

MATERIALS

None

PROCEDURE

1. Have the class study the various monetary systems. Do this by dividing the class into 4 groups and have each group choose one of the topics:

   a. barter system
   b. early forms of money, e.g. jewels
   c. development of coins
   d. banks

2. Have a panel discussion about how these topics are related to one another. The discussion should include ideas about how the population increase, diversification of jobs, etc. contributed to the development of a banking system.

NOTES AND COMMENTS

SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (INTERESTS)

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To acquire a knowledge of one's own interest development in relation to work and peers.

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a class discussion, the child will be able to describe to his peers his own interest areas.
2. Given a hobby show, the child will be able to explain his hobbies to the class.
3. Given knowledge of one's hobby, the child will be able to define the possible relationships between one's interests and one's work.
4. Given the assignment, the child will be able to write a short paper dealing with his own interest areas.
5. Given an interest inventory, the student will be able to indicate the areas which interest him, and to compare them to those of his peers.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Take an interest inventory (check list) and discuss the results with the teacher.
2. Write a paper based on one's own interest area.
3. Make presentation to class based on this hobby.
4. Demonstrate in class a personal interest area or hobby.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Hobbies Related to 'Jobs.' "

MATERIALS

none

PROCEDURE

1. Discuss what a hobby is. How do you acquire a hobby? Why do people have hobbies? This discussion should bring out ideas of interest accomplishments, helping others, comforts.

2. Have children demonstrate and explain their hobbies to the class, following along with the area discussed about hobbies.

3. Have a discussion about how certain jobs fill personal wants. Children should be able to get ideas from discussion on hobbies if they are related to jobs as far as interest, accomplishments, comforts.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To accept one's own interests as uniquely his own and changing.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of possible interests, the child will be able to select three which apply to him.
2. Given a list of possible reasons for interests, the child will be able to select five reasons for his choices of interests.
3. Given a list of interests, the child will be able to explain which of his own interests have remained unchanged.
4. Given a choice of classroom activities, the child will be able to choose one activity which can coincide with his stated interests.
5. Given a knowledge of the interests of parents and peers, the child will be able to explain or write how his interests differ from theirs.

SUGGESTED ACTIVITIES

1. Prepare a bulletin board displaying an expressed interest.
2. Read books which deal with one's interest area.
3. Arrange an interview with an individual with interests different from one's own.
4. Bring to class objects which indicate one's interests.
5. Demonstrate activities in an interest area.
6. Visit an area associated with one's interests. Report what was seen and heard. Decide how this has furthered one's interest in the area.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"To each his own"

MATERIALS

Tape recorder

PROCEDURE

1. Ask each student to indicate in written form one area or activity in which he has little or no interest.
2. Assign each student the task of finding out as much as possible about this area, preferably through personal contact with someone currently involved in it.
3. If personal contact is made, ask the student to tape record the conversation. Also, help the student to develop awareness or insight into determining the amount of enthusiasm with which the person responds. (Non-verbal behaviors, voice inflection, showing products of his trade.)
4. Have the student report his findings orally and/or play the tape to the class.
5. Discuss whether the respondent's reaction or any other information received has caused the student to feel any differently. If not, why not? If so, what does the student feel had the greatest bearing on his change in attitude?
6. Final discussion: If a student's opinion concerning some area has been significantly changed by this experience, what implications does this have for future interest development?

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To affirm one's own interest development through meaningful work activities.

RELATED BEHAVIORAL OBJECTIVES

1. Given several choices, the child will be able to participate in activities which coincide with his stated interests.
2. Given the opportunity for sharing, the child will be able to bring to class objects related to his interest area.
3. Given a writing assignment, the child will be able to write and describe his interests to others.
4. Given free time, the child will be able to engage in activities related to his areas of interests.
5. Given various settings, the child will be able to apply his interests outside the classroom — in other classes or locations.

SUGGESTED ACTIVITIES

1. Prepare and present a skit dealing with interest areas.
2. Report to class information related to interests.
3. Demonstrate with appropriate objects one's interest area to others.
4. Visit locations which are related to immediate interests of the group.
5. Interview staff members and/or parents to determine how these people display their interests in activities in which they participate.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Hobby Day Presentation"

MATERIALS

Magazines, newspapers, books

PROCEDURE

1. Discuss with children interests they have and hobbies which reflect those interests.
2. Plan a day of presentations for each child with a hobby. Those who do not have one will read in interest areas and present a hobby they think they would like.
3. Discuss hobbies the class enjoyed hearing about. As an alternative, the class could choose one interest area it wishes to pursue in depth.

NOTES AND COMMENTS

SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (ABILITIES)

DEVELOPMENTAL OBJECTIVE

To acquire a knowledge of one's abilities in relation to work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a checklist of abilities required for a task, the child will be able to list those which he feels he already possesses.
2. Given a checklist of abilities required for a task, the child will be able to list at least two abilities which he needs to develop.
3. Given the situation, the child will be able to list abilities of peers which may enable them to perform certain work.
4. Given a list of various types of work, the child will be able to match his stated abilities with at least two types of work.
5. Given a teacher's opinion of a child's capability, the child will be able to state in written form his agreement or disagreement with the teacher's evaluation.
6. Given a work description, the child will be able to indicate whether he feels the completion of the work is within his range of abilities.
7. Given a task new to him, the child will be willing to test his ability to perform it, risking possible failure.

SUGGESTED ACTIVITIES

1. List qualities or abilities one possesses which are related to interest or work areas.
2. List qualities or abilities one needs to develop in order to perform work adequately.
3. Read about skills required to perform various types of work.
4. Arrange interviews with individuals possessing different kinds of abilities.
5. Role play in abilities area. Have children discuss in which roles they felt most secure.
6. Have child assume the responsibilities of one or more tasks in the home or school which would require the use of his abilities. Keep a log of which activities he was able to perform best and poorest.
7. Have the child try to do something he has never done before. Have him decide whether he cares to work at developing ability in this area.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role Playing Job Family Skills"

MATERIALS

Films or filmstrip, books or magazines

PROCEDURE

1. Poll class for interest in several job families. Use three highest interest families for role playing.
2. Divide class into three groups. Each group will study skills needed for jobs in that family. Some group members could also interview people in specific jobs.
3. Observe each group role play the abilities needed in specific jobs.
4. Discuss with children what abilities they feel they already possess, would like to possess, or could never possess. In the discussion, emphasize diversity of individual capabilities and how they all play a part in contributing to the world of work.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To accept one's abilities as uniquely his own and growing.
Education
Work
Personal-Social

RELATED BEHAVIORAL OBJECTIVES

1. Given a personal conference with the teacher, the child will be able to discuss his abilities.
2. Given a discussion of abilities, the child will be able to differentiate between his levels of ability two or three years previous, and the present time.
3. Given a question concerning where he feels his abilities lie, the child will be able to indicate those which he feels he possesses to the greatest degree.
4. Given a list of abilities, the child will be able to indicate which ones he feels he has developed to a greater extent than others, and those which he hopes to develop to a greater degree in the future.

SUGGESTED ACTIVITIES

1. Have children write a paper based on each one's abilities in a given area.
2. Have resource personnel come into the class to speak on abilities as related to particular types of work.
3. Have children make up a skit in which each character has a different kind of ability. Show how each ability aids the group as a whole in accomplishing a certain task.
4. Have children perform a task within the school which illustrates one's ability (e.g., art work, work with younger students, cleaning the room, etc)

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Using Abilities to Perform Tasks in School"

MATERIALS

Paper, art supplies

PROCEDURE

1. Have each student think of a way he could use one of his abilities to perform a task within the school.

2. Some examples:

   a. doing art work to decorate a bulletin board, wall or room.
   b. writing a letter to one of the school personnel for some specific reason.
   c. helping younger children in their academic work.
   d. helping a teacher straighten her room.
   e. teaching peers a new game or song.
   f. singing or playing an instrument for the class or school.

3. Discuss with the individual and the class the importance of using one's abilities. Talk about the importance of each ability demonstrated.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To affirm one's abilities as uniquely his own and growing.
Education
Work
Personal-Social

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of abilities a person may possess, the child will be able to select and list those abilities he feels he has developed to some degree.

2. Given a list of various work areas, the child will be able to list at least two abilities needed to succeed in five work areas.

3. Given a work situation, the child will be able to apply his stated abilities to his actions.

SUGGESTED ACTIVITIES

1. Have the child select a person whom he knows well. Make a list of abilities which he believes this person posseses.

2. Have the children view a film or filmstrip focusing on abilities needed in various work situations. Follow this with a discussion on the students' feelings as to which of these abilities they have developed to some extent.

3. Have the child demonstrate what one believes is his greatest ability.

4. Have the child carry out a regular task for a month using his stated abilities. Have him keep a record of his work, and indicate in which ways he feels he is improving his ability.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Relationship of Abilities to a Specific Task"

MATERIALS

Charts to keep records of progress

PROCEDURE

1. Let students choose one task to perform regularly for one month.
2. Have the students make a list of abilities which they feel are needed to perform this task successfully.
3. Children record and rate their progress according to speed, accuracy, quality, etc.
4. Discuss with the student ways in which he has improved and the ways he can improve. Review his progress, using his chart.

NOTES AND COMMENTS

SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (ACHIEVEMENT)

DEVELOPMENTAL OBJECTIVE

To acquire knowledge of one'c current achievement in-school community, related to

Family	Interests
	Aptitudes
	Values

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of achievements of class members, the child will be able to select those which apply to him.
2. Given the end of a semester or other school period, the child will be able to indicate at least five of his achievements during that period.
3. Given the achievements made by peers or others, the child will be able to compare and contrast them with his own, and to list those which would give him greatest satisfaction (e.g., "Joan's really a good artist; I'd love to be good in art!").

SUGGESTED ACTIVITIES

1. Have the children bring in a parent's list of the child's achievements of the past year.
2. Have a resource person come in and talk about his achievements and what motivated him to achieve as he has.
3. Have the children role play researched stages of achievement of various famous people, and have other class members attempt to discover whom they are role playing.
4. Have the children keep a weekly log, indicating types of achievement during that time; compare the records as they go, and attempt to provide reasons why more was achieved one week than another.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Look What I Did!"

MATERIALS

Paper and pencils
"Mystery Box"

PROCEDURE

1. At the beginning of a month, ask each student to set one or two goals (academic, social, athletic, cultural) which he wishes to achieve, or toward which he wants to make steady progress by the end of the month. Have each goal written on a small slip of paper, accompanied by the student's name.

2. Place the slips in a sealed box, allowing no one to read them, and ask the students not to discuss their goals with anyone else.

3. Inform the students that they must provide, at month's end, some tangible or visible evidence of goal achievement, in order to have it considered accomplished.

4. On the last school day of the month, the teacher will open the box and read **only** the student's name. **He** will then describe his goal, tell whether he has achieved it, and, if he has provide evidence of having done so. If not, he will be asked to provide a reason(s) for having failed to do so.

5. Ask the student his reaction to having achieved or failed to achieve his goal.

6. Those students who find this an interesting or motivating activity might continue throughout the year.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an acceptance of one's current achievement and potential.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of possible areas of achievements, the child will be able to write a short paper on one of his achievements.
2. Given a class discussion, the child will be able to discuss his achievements.
3. Given a question concerning his feelings about his achievements, the child will be able to state whether they have given him feelings of pride, satisfaction, enjoyment, etc.
4. Given work in an area which interests him, the child will be able to demonstrate his ability to perform the task to his own satisfaction.
5. Given an evaluation of his work, the child will be able to verbalize the possible reasons for the evaluation received.

SUGGESTED ACTIVITIES

1. Have the children take a quiz, correct the paper, and evaluate the quality of work performed; then ask one other student to do the same with the paper, and compare results. Discuss why the evaluation may be similar or different.
2. Have children share awards such as blue ribbon, trophy, etc. Explain why it is considered an achievement.
3. Have each child list what he would consider an achievement for him in the following areas:

   Athletic Social Academic Work Cultural

   Then, compare with lists compiled by other class members and discuss reasons for differences.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"As Others See Us" - Interests - Aptitudes - Abilities - Achievements - General

MATERIALS

Ditto copies of descriptive questions

PROCEDURE

(Must be preceded by discussion and experiences focusing on personal relationships)

1. Review the concepts as ways to describe people including both positive and negative statements. Discuss insulting, hurting, etc.
2. Develop a list of questions to be answered, the answers to which would describe someone well enough to determine who he is if you know him.
3. Have each child randomly select another student's name as the person about whom he will write, and do so. (Suggest teacher review)
4. Have each child read his description of another while the others listen. Give an individual the opportunity to claim the description as his. Let members of the class state who they believe it is.
5. Allow the person written about to react to the description of himself.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To affirm one's understanding of his achievement level as current and developing.

RELATED BEHAVIORAL OBJECTIVES

1. Given the question of how he views his achievements in relation to those of his peers or family members, the child will be able to verbalize his views.
2. Given assignments which coincide with his developmental levels, the child will be able to perform them to the teacher's satisfaction.
3. Given a questionnaire requesting same, the child will be able to list his achievements for others.
4. Given experiences in classes other than his own, the child will be able to demonstrate his achievements in other classes.
5. Given the task of assigning himself a grade for the grading period, the child will be able to provide an evaluation which is in line with his achievement.

SUGGESTED ACTIVITIES

1. Role play a person who has achieved successfully in some areas.
2. Demonstrate by a work sample his achievements and compare with others according to time utilized, quality, quantity.
3. Visit locations which are related to one's achievements.
4. Take part in activities which require a demonstration or indication of one's achievements. (Cultural — piano or other recital athletic — baseball games; social – organize a game, etc.).

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Achievements of Heroes"

MATERIALS

Biographical library materials

PROCEDURE

1. Discuss what achievements are. Do this by having several children look up information about "heroes" they admire.
2. Have the children present these reports to the class. Discuss with the class what the achievements of these "heroes" are.

NOTES AND COMMENTS

SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (VALUES)

DEVELOPMENTAL OBJECTIVE

To acquire a knowledge of one's values toward work and environment.

RELATED BEHAVIORAL OBJECTIVES

1. Given a questionnaire about his work values, the child will be able to list at least two forces which have influenced his value structure.
2. Given a list of forces which may influence his attitudes toward work, the child will be able to choose the three forces which have influenced his attitudes to the greatest extent.
3. Given the value structure of his peers toward work, the child will be able to list at least two ways in which his values differ from those of two of his peers.
4. Given his family's value system concerning work, the child will be able to list at least two ways in which his value system differs from and two ways in which his values resemble theirs.
5. Given a choice of several types of work to perform, the child will be able to make a choice and provide reasons for choosing as he did.

SUGGESTED ACTIVITIES

1. Discuss work values with parents and peers.
2. Develop a short questionnaire to determine parents' work values.
3. Engage in class discussion in which peers and/or teacher challenge one's expressed values.
4. Role play a situation in which, as a potential applicant for work, one must explain to the potential employer why he is applying for such work.
5. Role play worker attempting to "sell" another on his type of work.
6. Visit various work settings and attempt to determine (through questioning) what caused people to choose certain types of work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role Play and Values"

MATERIALS

None

PROCEDURE

1. Discuss how each individual internalizes certain values toward work and work environments.
2. Discuss forces that may influence attitudes toward work.
3. Divide into groups and have members take turns role playing situations in which one is applying for a job. A potential applicant must explain to the potential employer why he is applying for such work. Work will vary with the choice of the students.
4. Have the class discuss the difficulty or ease of defining why they want that particular job and how this relates to value formation.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop one's values in regard to work and environment.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion of value formation, the child will be able to list at least two ways in which his values differ from those of his family and/or peer group.
2. Given his own description of the environment in which he lives, the child will be able to list at least two ways in which his values regarding work are influenced by his environment.
3. Given conflicting values, the child will be able to cite his own value system and explain how it differs from that of others.
4. Given a challenge regarding his value system, the child will be able to name at least two supporting reasons for the work values he maintains.
5. Given a list of factors which influence a person's values, the child will be able to choose at least three factors which influence him.
6. Given a decision to make, the child will be able to indicate which values he possesses that influence his decisions.

SUGGESTED ACTIVITIES

1. Locate and discuss information concerning two or three successful people. Compare and contrast their individual choices or selection of work.
2. Debate the pros and cons of choosing a particular work situation, based on differing values.
3. Identify the work environments which coincide with one's expressed work values.
4. Give a short verbal presentation which explains the reasons for one's work values.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Value Shield"

MATERIALS

Mimeographed sheet of family shield

2 things I would die for	2 things I respect most
3 life-time goals	3 reasons for living
2 problems I would like to solve	3 words I most want to be remembered by

PROCEDURE

1. Give family shield to children and have them fill out each block for themselves.
2. Discuss how they arrived at these answers and how they conflict or agree with their family, community or society.
3. Have each child list occupations which would be congruent with his shield.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To affirm one's work values.

RELATED BEHAVIORAL OBJECTIVES

1. Given a choice of work possibilities, the child will be able to list at least three which are congruent with his stated values.
2. Given a list of work possibilities, the child will be able to define those which are not within his value system and to state, in written form, the reasons why they are not.
3. Given a list of various types of work, the child will be able to divide the types of work into categories indicating those which interest him or fail to interest him.
4. Given a class discussion on work values, the child will be able to cite, in written form, at least three differing values expressed by class members.

SUGGESTED ACTIVITIES

1. Discuss within classroom setting one's value system regarding work.
2. Discuss possible means of surviving without working. What type of work value does this indicate?
3. Offer to help parents or neighbors with tasks around the nome.
4. Choose a work task, set up steps to complete it and do it. May want to have another student do the same task, set up his steps and complete the task. Then compare different ways in which the two went about the wo[illegible]iscuss how method chosen is related to work values.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"My Way"

MATERIALS

Art paper and/or construction materials

PROCEDURE

1. Assign each student in the class the same work task to be done at home. (ex. paint a picture of a country scene, construct a 3-D design using toothpicks and glue, build a diorama, etc.)

2. Ask the student to write a step-by-step account of his task from beginning through clean-up. (Provide a sample or model for him to use as a guide.)

3. Have all the students bring the product to school on the same day. Display the product while reading the steps taken to complete it and clean up.

4. Compare and contrast steps taken by each student. Discuss why differences may occur, and see if students can explain what values caused them to do as they did. (E.g., time, quality, neatness, size, balance, etc. Which values were of greatest importance?)

NOTES AND COMMENTS

ECONOMICS

This section of the Career Motivation Curriculum Guide is adapted from the GRADES K-6 RESOURCE SUPPLEMENT TO CONSUMER EDUCATION, developed under the leadership of the Home Economics Section, the Division of Vocational Education, of the Ohio Department of Education.

The complete supplement is available from The Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210.

YOU - ROLES, RIGHTS AND RESPONSIBILITIES
(Consumer, Producer, and Citizen)

DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)

To affirm the rights and responsibilities as consumer, producer, and citizen in actual and simulated situations. Roles include:

family member	saver
homemaker	borrower
voter	taxpayer
buyer	worker
investor	employer

Citizens have economic, as well as legal, civil, and patriotic rights and responsibilities.

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a simulated experience involving consumers and producers, the child will orally relate the concepts of supply and demand and how they influence prices.
2. Given an interview with a department store manager, the child will participate in the creation of a simulated department and perform his assigned duties.
3. Given an interview with a fire prevention expert, the child will evaluate his dwelling and prepare a list of improvements which should be made.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Simulate a game. Relate production to demand as evidenced by purchases of ice cream cones, cream, syrup, beef.
2. Determine the purpose of "food samples" in a candy factory.
3. Discuss the role of the consumer in determining style in fashions.
4. Develop guidelines by which workers may take advantage of additional training and other methods for advancement in various types of jobs. e.g., plumber, factory worker, and city hall employees.
5. Trace products, e.g., pizza — child, baker, farmer ... to persons responsible for production, distribution, and consumption.
6. Prepare oral reports demonstrating the use and care of a particular household utensil, musical instrument, etc.
7. Make a cost inventory of sports equipment and supplies for a gym class. Identify producers, consumers and demand in the provision of these items.

ADDITIONAL ACTIVITIES

OUR ECONOMIC SYSTEM

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the distinctive characteristics, goals, and operations of our economic system.

- — The flow of goods, services, and money takes place among households, businesses, governments, and foreign trade.
- — Other media of exchange besides money.
- — The individual influences the economy each time he purchases something.
- — Government is the instrument through which some services are produced, e.g. defense, protection, education, and other things people as individuals cannot or will not provide.
- — Governments set goals for society (e.g. full employment, justice, etc.)
- — Supply, demand, and competition influence wages and prices.

RELATED BEHAVIORAL OBJECTIVES

1. Given the necessary information, the child will construct a flow chart of our economic system.

2. Given a discussion of barter, the child will list at least five things he has used for exchange other than money.

3. Given the opportunity to select stock for a predetermined amount of (pretend) money, the child will follow and record the price changes for a given period of time.

SUGGESTED ACTIVITIES

1. Show transparency of sample check. Explain parts and regulations. Set up a classroom bank so that it may be used with play money for the purchase of stock.

2. Visit a stock broker.

3. Write letters to businessmen seeking answers to specific questions, e.g.

   - — How does he find out what goods his customers want?
   - — How does he supply them?
   - — Are sales consistent, day? week? month? — Why?
   - — Competition? Where from? How met?
   - — Why do some goods sell in large quantities?
   - — What can be done if goods don't sell well?
   - — How does he handle expansion? Competition? Sales resistance?

ADDITIONAL ACTIVITIES

WHY WE BUY

DEVELOPMENTAL OBJECTIVE

To affirm the factors that affect consumer behavior.
- — Nature of purchases often reflect the individual's goals and values.
- — Propaganda, cliches, and superstitions influence some of our choices.
- — Spending is fun for some people.
- — The peer group influences spending or not spending.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion of the influences the consumer contends with, the child will state the factors which influence him most in the areas of clothes, recreation, and food.

2. Given magazines, the child will select several advertisements that appeal to him and state the influences which have affected his choice.

3. Given a product which is widely accepted as important (e.g. toothpaste, brightly colored clothes, cars, etc.), the child will participate in a group to design a "negative commercial" which is to convince people not to buy the item. (Make sure that the commercial does not attack only one brand of the product. Instead, it should be against all brands of the product. For example, attack the use of all wrist watches and don't attack one brand just to make it look inferior.)

SUGGESTED ACTIVITIES

1. Write a satire on "Keeping up with the Joneses." Incorporate such concepts as "consumption cannot exceed income," "purchases reflect goals and values," "prestige purchases," etc.

2. Make a class survey regarding a current fashion trend observable in the community environment in order to chart factors which influence choice. For example, sensory appeal, fad, prestige, superstition, etc. Tabulate survey results to determine the greatest influence upon the purchasers.

3. Consider the purchase of a gift for a parent. Elicit possible suggestions. Emphasize need to purchase according to custom, to a practical need, or to a special interest, or hobby of the parent.

4. Consider various eye-catching billboard techniques. For example: one word written in white on a black background, mirror writing, etc. Discuss how individual behavior is influenced by advertising.

5. Present several advertisements which have specific appeal, e.g., emotional, cultural, religious, etc. Endeavor to determine the type of person to whom a specific advertisement would appeal.

ADDITIONAL ACTIVITIES

HOW WE EARN AN INCOME

DEVELOPMENTAL OBJECTIVE

To develop an appreciation for the need, methods, and importance of earning an income.
- — choice of vocation is one means to the attainment of goals in life.
- — the use of income varies with individuals and families.
- — an individual's or family's income may be derived from one or more sources.
- — the contribution made to society is one of the satisfactions of a job.
- — the cost of job preparation is often considered an investment.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of life goals (e.g. creative expression, security, wealth, freedom, etc.) the child will state possible methods of preparation for those careers which may lead to their attainment.

2. Given a discussion with his family, the child will identify their long-range goals, estimate the cost of their attainment, and the methods which are or may be used to attain them.

SUGGESTED ACTIVITIES

1. Role play a situation in which a pupil wishes to purchase an item for which he has too little money. Demonstrate a viable plan to earn enough money to make the purchase.

2. Each pupil should list personal resources (e.g., time, energy, ability, talent, skills, knowledge, health, interests, attitudes) on a slip of paper, some of which are then read aloud. Discover if the pupils can match descriptions to the writers. Bring out in discussion that an individual's personal resources may be a deciding factor in vocational choice. Will this list always stay the same for each pupil? What could conceivably alter the list?

3. Put pupils' names in a box. Each pupil draws a name and tells what job he thinks would fit that person, giving specific reasons for his choice. Class should guess the name of the pupil drawn from the description.

4. List and discuss ways in which a person in a job can increase his income. How can a factory production worker, teacher, carpenter, taxi driver, lawyer, etc., increase his income over a period of five years?

5. Analyze what would happen to the level of employment or the value of goods if (a) consumers increased their demands for goods and services, (b) consumers increased their total savings, (c) consumers decreased their demand for government workers, e.g., sent less first class mail.

ADDITIONAL ACTIVITIES

HOW WE BUY - CONSUMER CHOICES

DEVELOPMENTAL OBJECTIVE

To affirm the advantages of utilizing a decision-making process in purchasing situations.
- — the importance of accepting the outcomes of the decisions made.
- — decision-making includes:
  - a. Observation
  - b. Experience
  - c. Skills
  - d. Knowledge
  - e. Analysis of:
    1. price and quality
    2. claims and guarantees
    3. comparison of product to needs and wants
    4. methods of payment

RELATED BEHAVIORAL OBJECTIVES

1. Given the task of gathering data in one day, the child will list the goods and services which supply his needs and wants.

2. Given the hypothetical task of purchasing a bicycle, the child will develop the criteria for its purchase.

3. Given the hypothetical task of remodeling a kitchen, the child will participate in group planning sessions to design the criteria for the changes intended.

4. Given cost estimates of one service for remodeling a kitchen, the child will present his data to his classmates for discussion of the most economical solution.

SUGGESTED ACTIVITIES

1. Construct a pie chart and fill in the approximate size of slices labeled food, clothing, shelter, recreation, transportation, household expenditures, and miscellaneous. Collect data and portray how different sized families, different incomes, and different life styles alter the sizes of the slices.

2. Have the class suggest examples of choices that families may make regarding spending their incomes, e.g. a boy saving his allowance for a bicycle or spending it on a record every week; a family buying a car or taking a vacation in Hawaii.

3. List some advantages and disadvantages of planned spending or budgeting. Ask adults why they plan as they do.

4. Using the following steps, have pupils or committees plan spending for simulated individuals or families:
   1) expected income
   2) fixed costs
   3) variable costs
   4) adjusted for experience and emergencies

5. Construct case studies that provide the necessary information by which pupils may develop spending and planning exercises, e.g., parents and two children, ages four and seven; $2.50 per hour income, rent of $90 per month, own three-year old car, etc.

6. Calculate the money costs of credit using 6%, 1% per month, 8% add on at the start of each year, and others. Combine the mathematics with the considerations for the use of credit, the advantages and disadvantages, and data on the extent of the use of credit.

ADDITIONAL ACTIVITIES

HELP WE FIND IN COMMUNITIES

DEVELOPMENTAL OBJECTIVE

To develop an appreciation for the establishment and support of local, state, and national consumer service agencies.
- — Citizens have the opportunity to influence community service organizations.
- — Citizens may become victims of unfair practices, frauds, and extortion.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of community consumer problems, the child will identify the organizations which can be contacted for their correction.

2. Given a consumer problem, the child will participate in contacting an organization to discover the procedure for solving the problem.

SUGGESTED ACTIVITIES

1. Write a price inventory of community property. Discuss the source, ownership, and services provided by the use of the property, e.g., parks, street equipment.

2. Interview representatives (tapes) of several consumer assistance agencies. Ask questions pertaining to the scope of help:
   What qualifications for service?
   Who are served?
   How is service financed?
   What are the qualifications needed to receive service?

3. Involve the class in various service projects, e.g.:
   neighborhood clean-up campaign
   glass collections for recycling
   paper collection for recycling
   publicizing bloodmobile visits
   shoe fund collection
   UNICEF collection

4. Discuss honest and dishonest practices in the market place. What can the class do about dishonesty?

5. Display examples of government protective measures that help insure the value received for dollars spent:
   a meat inspection stamp
   weight or measure seal statement of contents on packages

6. Make a display of materials which serve to inform the consumer, e.g.:
   - — magazines
   - — critiques
   - — newspapers
   - — TV and radio
   - — advertisements

7. Have pupils apply for their own social security card. Identify the (a) cost, (b) services provided, and (c) extent of the overall services of social security.

8. Discuss the use pupils will make of a social security card prior to their first job.

9. Have a committee visit the social security office, family assistance offices, and the agriculture department office to learn some types of transfer payments provided through government agencies.

ADDITIONAL ACTIVITIES

EDUCATION AND TRAINING

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an awareness of the long range planning process and of the persons or agencies who may be involved.

A. Elementary School Planning
Junior High Planning
High School Planning
Career Planning

B. Parents and Family
Teachers and School Persons
Agencies and Institutions

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a list of optional activities in elementary schools in which the child can participate, he identifies those that could provide elemental training in a career of his choice. (Music, art, sports, etc.)

2. Given a list of required and optional courses that will be available to him in junior and senior high school, the child identifies those that would provide training for entry into specific careers.

3. Given the educational and training requirements in several careers, the child identifies the ways in which his parents and family will assist him in career planning.

4. Given a discussion with his parents and family, the child identifies the ways in which his parents and family will assist him in career planning.

5. Given the assistance teachers and school personnel can provide in career planning, the child identifies their roles in career planning.

6. Given the names of those agencies and institutions through which he can receive training and opportunities to develop his existing abilities and interests, the child identifies the available resources of these agencies and institutions.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Each child could select a major interest in which he is receiving training in school. These might include art, music, sports, teaching, etc. Identify the way in which his current training can contribute to long range career goals and others who may be involved.

2. Select three or four different careers. Discuss the way in which a specific course in junior and senior high school is important in the long range planning process.

3. Read biographies or autobiographies of persons in different careers. Note particularly the way in which they began early in their school years to plan their careers.

4. Invite representatives of institutions or agencies to the classroom to tell the children about the opportunities they provide to pursue interests and the training facilities they may offer.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Do, Re, Mi . . . So 'Fa' to Go!"

MATERIALS

Occupational Outlook Handbook
DOT
Musical Instruments

PROCEDURE

1. Select students in the classroom who play one musical instrument sufficiently well to participate in the school band or orchestra.

2. Arrange for each musician to give a solo performance for the class.

3. Following the solo performance, ask the students to exchange instruments, making sure that, through the exchange, each child is given an instrument he has never played before. Each child can then attempt to play the same selection on an instrument new to him.

4. In a class discussion, analyze the basic skills each musician has learned: notes of the scale, position of notes on the staff, value of quarter-notes, half-notes, key, etc. These are the same skills that all of the children learn in order to be able to read music as a classroom subject.

   Why, knowing these basic skills, can they not be transferred from one instrument to another without further skill development? What specialized training will be required? How may others be involved?

5. Invite professional musicians to the classroom to tell the children of the training and effort they have expended to perfect their skills and significant others who helped them reach their goal.

6. Find out all of the occupations a person might enter if he has become a competent musician. Use DOT and Occupational Outlook Handbook.

7. Develop a list of significant others who may be involved in achieving a goal of a career as a professional musician.

   a. Parents--provide training, tolerate and encourage practice

   b. Teachers—recognize talent, encourage participation in school musical activities, instruction

   c. Friends—forming a "rock" band, quartet, shared interests

   d. Agencies—participate in programs, group instruction

Note: This same lesson could develop an understanding of significant others involved in planning a career in art, social service, sports, or any other career of the children's choosing.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)

Develop an awareness of specific guidance assistance available for planning and implementing education and career goals.

School assistance	Home assistance
Teacher, counselor, others	Community assistance

Develop the motivation to interact with significant others on educational and career goals.

Counselors	Teachers
Parents	Others

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given an occupation about which he has not previously had any knowledge, the child identifies the assistance he can receive from a guidance counselor in long range planning.

2. Given an occupation about which he has not previously had any knowledge, the child identifies the assistance he can receive from parents in long range planning.

3. Given an occupation about which he has not previously had any knowledge, the child identifies the assistance he can receive from teachers and significant others in long range planning.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Select three or four occupations. As an entire class activity, identify those long range educational plans in each occupation with which the children may be familiar. The list should be as complete as possible. Evaluate: Is this all we need to know? Where could we get more assistance?

2. Upon completion of the lists, ask a guidance counselor to come into the classroom to explain how he can assist in long range planning. The children should note the assistance the guidance can provide—relating interests to careers, specific courses of study, etc.—that cannot be obtained through other resources.

3. Role play a teacher and student seeking assistance in planning educational and career goals. Divide the class into two sections: one section representing teachers, the other section representing students seeking assistance in career planning. Careers should be identified in advance in order that the child playing the role of the teacher will have basic information. Select only two different careers so that each child in the classroom will be informed.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Voice of Experience"

MATERIALS

Pictures or slides of local businesses or industries
Slide projector
Classroom Guests: parents
employers
others

PROCEDURE

1. Select pictures or slides of different businesses or industries representing various levels of responsibility: manual, skilled, and managerial.

2. Viewing slides of one business or industry at a time, discuss and list skills required, training and educational requirements, physical demands, etc., as the child sees them.

3. On completion of the compilation of lists, ask the children if the information they have listed would be sufficient to enable them to make long range plans for any one of these occupations. Where might they find help in planning educational and career goals?

4. Invite to the classroom guest speakers representing business and industry, parents, senior high school students planning to enter these occupations (check with your vocational classes for skilled candidates), and young adults pursuing these occupations.

5. Children should prepare in advance those questions for which they cannot find answers in printed materials. These questions should be sent to the classroom guests in advance of their appearance. Encourage the children to ask all the personal questions they cannot find: Do you get tired? Is the work interesting? Or is it monotonous? Do you work with people? With mathematical figures (data)? With machines (things)? How would you advise your own child or a friend who was interested in preparing for and entering your career to plan his education?

6. The children could write a brief essay on "Things We Can Learn about Career Goals from Others."

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the relationship between education and training and the world of work:

Education as personal-social development
Education about the world of work
Education as training for career in the world of work

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of minimum of five occupations, the child will be able to identify at least one skill in each occupation that requires training.

2. Given a list of jobs, the child will be able to classify those jobs according to the education required from the minimum to the maximum.

3. Given information about the standard of living and the educational opportunities available in countries throughout the world, the child will be able to identify the relationship between education and the world of work.

4. Given a group adjustment situation in the classroom, the child will be able to relate changes in his personal-social behavior that have come about through performing his expected tasks in school.

SUGGESTED ACTIVITIES

1. Identify one skill in each of ten jobs advertised in the classified section of a daily paper. Name the subject(s) that you are now studying that would help you develop each skill.

2. Each child could select two jobs which he feels he may be suited for or would like to enter. List the education he will need to successfully perform the work tasks in that career.

3. Name one job that requires physical strength and/or dexterity. Tell why strength and dexterity are necessary. Identify those ways in which development of these factors can and should be initiated in the elementary school years.

4. Discuss careers in which the way one can work with others would be a primary consideration. Give examples of situations that occur during the school day that "train" one to improve his relationships with others.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Nation's Strength—Its Human Resources"

MATERIALS

Social studies curriculum in the study of the United States

PROCEDURE

1. Identify a problem in human resources that interests you. For example, choose an area in the United States which may have only one marketable natural resource.

2. Determine if the jobs related to the processing of this natural resource (agricultural product, minerals, water for power, etc.) require skilled or unskilled workers.

3. Determine the source of labor. Are there an adequate number of workers living in the area? For example, where do the workers come from who operate the newly-opened oil fields in Alaska? Is it hard to get enough labor? Why, or why not?

4. Find out what opportunities are provided locally for training the residents of the area.

5. Determine how those residents who do not have the necessary employable skills are affected economically. Can they find full-time employment in related services? Are some of them employed seasonally, or not at all?

6. Make recommendations for steps you believe might be taken to use most wisely the human resources in the geographical area of your selection.

Note: This same lesson format could be used with one of the underdeveloped nations of the world, such as India, Africa, or some Latin American countries. The relationship between the opportunities to secure an education and the standard of living should be brought out. Attention should also be given to the obstacles in the paths of the majority of people in an underdeveloped or developing country to receive even the most meager "free" education.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the broad programs of The Ohio Career Continuum

A *Career Motivation Program* for all youth in kindergarten through grade six which develops a positive attitude toward the world of work, inspires respect for all work, and creates a desire to be a part of the world of work.

A *Career Orientation Program* in grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

A *Career Exploration Program* in grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and ability.

A *Career Preparation Program* for youth age sixteen and above which includes:

A. a comprehensive vocational education program which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment and

B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain, and upgrade skills as technology changes and societal and individual needs and desires dictate.

RELATED BEHAVIORAL OBJECTIVES

1. Given definitions of the Career Programs in the kindergarten through the tenth grade, the child will be able to relate the type of learning experiences that are provided in each component.

2. Given information about Career Preparation Programs, the child will indicate his understanding of his freedom to choose an education that will prepare him for entry into the world of work upon graduation from high school, or one that prepares him for professional education beyond high school.

3. Given an example of technological change, the child will be able to cite the need for retraining and upgrading skills throughout his lifetime as societal and individual needs and desires may dictate.

SUGGESTED ACTIVITIES

1. In an informal discussion, the children could talk about some of their outstanding experiences in the Career Motivation Program. What relationship may they now see between their school work and a future job?

   Discuss the importance of all work, the interrelatedness between workers, the difference in skills, the amount of education and training required in some of the occupations they observed.

   Give each child in the classroom an opportunity to relate what the Career Motivation Program has meant to him.

2. Invite a Career Orientation and a Career Exploration Coordinator to the classroom to describe their programs to the children. If possible, ask the coordinators to use slide pictures, TV film, and examples of reports, posters, etc. that junior and senior high school students have developed. Perhaps the high school students have published newspapers or bulletins. Display these.

   Allow ample time for the children to ask the coordinators any questions they may have about the 7-10 programs.

3. Invite a parent, a teacher, or one who has recently changed his career as a classroom guest to talk with the children about the need and desire to secure retraining or learn new skills.

   Encourage the children to identify several new learning techniques with which they have had experience. Unit study, individualized assignments, group work, multiple texts, multimedia, etc. Why might teachers have to seek further training to help the children most effectively use these new approaches to learning?

4. Invite a retired person to the classroom to tell about a completely new career or hobby that required additional training or education.

5. Visit a retired persons' center. Interview people learning new skills in the crafts department.

   Why did they decide to learn a new skill? Has learning the new skill made them feel more useful? Would they recommend learning new skills to other elderly people who seem to be bored with their less active lives? Have the new skills some of them have learned resulted in additional income? How, in general, has learning new skills increased their enjoyment of their day-to-day living?

   As a follow-up activity, the children could write brief essays on the importance of learning new skills and continuing education throughout one's lifetime as observed in these happy, productive individuals.

   Copies of the essays could be sent to the retired persons interviewed by the children as an expression of appreciation.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Taking the Next Step"

MATERIALS

Dictionary of Occupational Titles, Occupational Outlook Handbook, reports, guest lists, scrapbooks, etc. that may have been maintained during the Career Motivation Program.

PROCEDURE

1. As an activity preparatory to the next phase of the Career Program, each student might select two occupations from different career clusters:

Agri-business an Natural Resources	Health	Public Service
Business and Office	Personal Services	Environment
Communication and Media	Marketing and Distribution	Manufacturing
Consumer and Homemaking	Marine Science	Construction
Fine Arts & Humanities	Hospitality and Recreation	Transportation

Explain to the students that the Career Orientation program provides them with opportunities to become acquainted with a great many occupations open to those who will prepare for them. During the 7th and 8th grades they will become familiar with occupations in each of the ten work clusters noted above.

2. Using the DOT or Occupational Outlook Handbook, encourage the students to select occupations with which they may not have had any previous knowledge.

3. Provide guidelines for their research. Questions similar to the following should either be posted on the chalkboard or duplicated for each student:

   a. What are typical work activities of your selected occupation?
   b. How much education is generally required for such an occupation?
   c. Is there a demand for workers in the occupation? Is the demand expected to continue?
   d. Do you have any present skills or interests that you believe would be of advantage in this occupation? Describe them.

4. Have students share information with classmates.

5. Compare the information you have gathered in this activity with the information you may have received from classroom guests, parents and family, interviews, field trips, or in your reading.

6. Invite a guidance counselor to the classroom to explain briefly the relationship between course selection and finding employment in the occupation of one's own choosing. The counselor could also take this opportunity to familiarize the students with the ways in which guidance resources can assist the student in his career planning.

NOTES AND COMMENTS

SAMPLE LESSON

"School Work - - - is it a Real Help?"

MATERIALS

Chart paper; magic markers

PROCEDURE

1. Develop a subject matter work-task grid. Along the top, head columns with academic subject areas; leave the side rows blank.
2. Ask students to observe workers in their daily tasks and decide which subject area they use in their work.
3. List the workers on the left side of the chart and check the academic areas used by each worker.
4. Discuss the different uses of subject matter by different workers. Expand ideas by discussing the concepts of commonalities, differences, and specialization in work.
5. Introduce students to high school academic subjects if they are unaware of them. Discuss how these areas are used by workers.
6. Discuss ways in which academic subjects could be made more relevant to work tasks after one leaves the school.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

Develop an awareness of specific choice points in planning a personal program of study for reaching education and career goals.

6th grade choice points
7th grade choice points
8th grade choice points

RELATED BEHAVIORAL OBJECTIVES

1. Given the options open to him, the sixth grade child relates the way in which his abilities and interests influence his choice.

2. Given the option of two dissimilar activities, the child selects that activity that he believes will best assist him in planning education and career goals.

3. Given the options open to him in the seventh and eighth grades, the child identifies those specific choice points he must make to reach his education and career goals.

SUGGESTED ACTIVITIES

1. Ask the children to select two different classroom projects, as nearly alike in difficulty of performance as possible. These projects might be subject-oriented, work-oriented, or recreation-oriented.

   Each child may choose only one project in which to participate. After completion of the project, the child should write a brief explanation of why he chose to participate in his particular project. Why did he select one over the other? Was he more proficient in the required tasks? Did the tasks coincide with his current interests?

2. Reverse the process above, asking each child to volunteer to complete a project in which he would *least* like to participate. After completion of this project, the child should write a brief explanation of why this project did not appeal to him. Did he lack the necessary skills? Was the task outside his current interests? Which project did he most effectively complete?

3. Duplicate three different job descriptions. Provide a key indicating 6th, 7th, and 8th grade choice points in planning a program of study to enable a student to enter that career. Be sure to keep this activity on a level that is within the comprehension level of each child in the class.

   Note: This activity is developed in the SAMPLE LESSON suggested for the following Developmental Objective.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"When I'm Old Enough --"

MATERIALS

Duplicated lists of 6th, 7th, and 8th grade academic and social options.

PROCEDURE

1. Ask the children to name all of those activities in which they would like to participate but have been told, for some reason or another, that they would have to wait until they are older.

   There are age limitations: Boy Scouts, Girl Scouts, Little League, baby-sitting, lawn mowing, newspaper route, etc.
   There are skill limitations: Deep-water swimming, professional entertainment, etc.
   There are physical limitations: "Contact" football, hardball, etc.
   There are legal limitations: Driving a car, voting, working permits, etc.

2. Discuss the reasons for these limitations.

3. Identify the chronological ages at which participation in these activities is permissible as "choice points."

   When we are nine years old, *must* we become Cub Scouts, or would this be a matter of our personal choice?

   When we become sixteen years old, *must* we drive a car, or is this an age at which we can make a choice to apply or not apply for a driver's license?

   How can we relate "choice points" to planning a program or study to reach a career or personal goal?

4. Identify "choice points" in elementary school: band or orchestra, helping in the school lunch room, safety patrol, school store, handling gym equipment, participating on school athletic teams, etc.

5. Do we make a choice to participate in an activity merely because we are old enough to do so? Are there other considerations in making a choice? To what extent do such things as interests, hobbies, or friends influence our choice?

6. From a teacher-developed list of 6th, 7th, or 8th grade choice points, including academic and social options, the children could indicate those choices they would make to reach broad career or personal goals.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the next specific course or programs of study and their relationship to education and career goals.

6th grade opportunities
7th grade opportunities
8th grade opportunities

RELATED BEHAVIORAL OBJECTIVES

1. Given a situation demanding a simple mathematical solution, the sixth grade child states a corresponding situation in the performance of a specific work task.

2. Given a situation demanding a more complex mathematical solution, the sixth grade child identifies his need for more education to develop higher skill levels in the performance of a specific work task.

3. Given a school work task to perform, the child identifies the responsibilities he is capable of assuming at his present grade level and at two succeeding levels.

SUGGESTED ACTIVITIES

1. Establish a simple system of bookkeeping for a classroom project. Identify the mathematical skills employed.

2. Procure a sample of bookkeeping from a local business or industry. Identify those skills that must be learned in succeeding grades to perform bookkeeping tasks successfully.

3. Invite an office manager into class to tell the skills necessary to perform tasks related to statistical data in his business. Ask him to identify those courses that children should pursue in succeeding grades to prepare them to enter careers demanding mathematical proficiency.

4. Arrange for each child in the class to have an opportunity to serve as a teacher's aide. Following this experience, the child should identify those responsibilities the teacher assigned him, what additional responsibilities he might be assigned as he progresses in school, and why he believes he would be more capable of fulfilling them.

   If the host teacher is willing, the child could actually be given an opportunity to teach a certain lesson. Following this, the child should identify courses he could take in the seventh and eighth grade that would have made it possible for him to assume greater responsibilities.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Choice is Better Than Chance"

MATERIALS

Duplicated job duties and qualifications.
Duplicated charts.

PROCEDURE

You might introduce this lesson by telling the children that there are certain choices that they can make during their public school years that will help them in planning the education and training they will need to prepare for the careers of their own choosing. Explain to them that there are three descriptions of different kinds of careers: one that involves data—working with statistics, scientific reports, record-keeping, etc.; one that involves people—direct contact with individuals and groups; and one that involves working with things—machines, tools, equipment, etc.

The teacher should develop a list of optional courses or activities that are available to 6th, 7th, and 8th grade students in the local school system. The list should include all elective subjects, hobby clubs, special interest groups, work tasks in which the students can assist (office assistance, collecting and keeping a record of special funds, assisting the school librarian, counting supplies, etc.), school sports teams, book clubs, etc.

It is suggested that these optional courses or activities could be arranged by grade level, using a numerical key that would simplify the children's recording.

NOTES AND COMMENTS

SAMPLE CHART AND KEY

OCCUPATION	OPTIONS:	6th Grade	7th Grade	8th Grade
Sales Person		6-3	7-4	8-2
Professional Athlete		6-2	7-2	8-5
Etc.				

KEY: First numeral - Grade
Second numeral - Activity or Elective Subject

6-1 Orchestra
6-2 Tumbling Team
6-3 School Book Store
6-4 etc.

7-1 School Plays
7-2 Basketball
7-3 etc.

8-1 Junior Achievement
8-2 Debate Club
8-3 etc.

SAMPLE JOB DESCRIPTION*

1. ANNOUNCERS' RADIO-TV

Duties:
Introduce programs; read commercials, news reports; hold interviews; describe sports contests, special events; introduce musical selections; identify station. In many small stations, may have writing, sales, technical duties.

Special Qualifications:
Attractive voice and (for TV) appearance. Dramatic sense, likable personality, ability to think quickly, reading skill, knowledge of grammar and pronunciation.

* *Handbook of Job Facts*. Fourth Edition. Science Research Associates. Chicago, Illinois: 1968.

2. PROFESSIONAL ATHLETES

Duties:

Play baseball, football, hockey, basketball as a team member in a league; play tennis or golf, bowl, box, wrestle in competition before paying audiences.

Special Qualifications:

Excellent health, good muscle coordination, speed, alertness, depth and distance perception; fierce desire to excel, strong liking for competition.

3. SALESPEOPLE, RETAIL STORE

Duties:

Determine customer's needs and preferences, show merchandise, answer questions, sell. Take payment and make change, fill out charge or sales slips, wrap purchases. May check and order stock, handle exchanges, keep merchandise neatly arranged.

Special Qualifications:

Sales ability, knowledge of product, pleasant personality, liking for people, physical stamina, neat appearance, courtesy, tact.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop motivation to utilize educational experiences as training for work.

To develop motivation for planning a personal program of studies to reach educational and career goals.

To develop motivation for utilizing specific guidance assistance and implementing education and career goals.

RELATED BEHAVIORAL OBJECTIVES

1. Given interviews with adults engaged in a variety of occupations, the child can state orally and/or in writing why mastery of school subjects is training for work and not merely rote learning to enable him to progress to a succeeding grade level.

2. Given interviews with high school students, the child can develop tentative plans to reach a career goal.

3. Given knowledge of the assistance available from guidance counselors and other school personnel, the child can identify the assistance that is now and will be available to him in planning education and career goals.

SUGGESTED ACTIVITIES

1. Invite adults engaged in a variety of occupations to the classroom to tell the children the specific relationship between school subjects and the work tasks they are now performing.

2. Invite students in junior and senior high school into the class for an open discussion about the ways in which they are using their current education to provide training for the tentative career goals of their choice. This should be an unplanned, informal discussion in the most free atmosphere possible.

3. Guidance counselors could be invited into the classroom to talk with the children about the specific help they can give them in planning educational schedules, emphasizing the alternatives that will be available to them.

4. Visit different kinds of high school classrooms—vocational, business, college preparatory, advanced mathematics, advanced foreign language, etc. Identify the planning that will need to be done in junior high to enter each class visited.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"You Are There"

MATERIALS

Tape recorder and tape

PROCEDURE

1. Conduct interviews with teenagers who have part-time employment.

   How does their present employment relate to the career they expect to enter?

   What additional education and training will they need to enter the career of their choice?

   What skills did they need to get their present part-time employment?

2. Conduct interviews with students who are planning to continue their education in college or a specialized school.

   What is their career goal?

   How much additional training or education will they need?

   How do their hobbies or interests relate to the careers of their choice?

   How did they plan their junior high school courses to help them achieve their career goals?

   What assistance in planning did they have?

   What assistance would they seek out if they were starting junior high over again?

3. On completion of the interviews, play the tapes for the entire class. Discuss and identify those points brought out in the interviews that concern specific planning to achieve education and career goals.

NOTES AND COMMENTS

EMPLOYABILITY AND WORK ADJUSTMENT

DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)

To develop an awareness of skills in interpersonal relationships which are important in work settings.

Leader Skills
Follower Skills
Co-Worker Skills

To develop motivation to function more effectively in roles in work settings.

Leader Skills
Follower Skills
Co-Worker Skills

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given an individual's function as a follower, a co-worker, and a leader, the child can identify the importance of each function in specific situations.

2. Given job descriptions, the child can identify those tasks that would be performed by a leader, a co-worker, or a follower.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Discuss the individual's function as a follower, a co-worker and a leader in a situation with which the child is familiar. (Sports, games, etc.)

2. Role play situations in which every child, in turn, assumes positions of a leader, a co-worker, and a follower.

3. Develop a bulletin board display showing workers in a particular business (home building, office, retail store, etc.). Classify functions under headings of Leader, Follower, Co-Worker.

4. Examine pictures of workers. Describe each worker's function as a follower, a leader, or a co-worker.

5. Read or listen to job descriptions selected from DOT. Identify the individual's function as a leader, follower, or co-worker.

6. Assign committee work (a social studies research project, school party, etc.). This assignment could be repeated at different times throughout the year, providing opportunities for each child in the class to function as a leader, a follower, or a co-worker. At completion of the task, children should evaluate importance of each function.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Confusion Corners"

MATERIALS

None

PROCEDURE

1. To initiate this exercise, it is suggested that simple, well-known childhood games should be chosen. Games like "Hide and Seek," "Follow the Leader," etc.

   Play the games three times—first with every child as a leader, second with every child as a follower, and third with one child functioning as leader and the remainder as followers.

2. Discuss the absolute impasse or confusion that results in the first two situations. Identify the importance of each function—that of leader and that of followers—before it is possible to play the game at all.

3. Select a retail business. Repeat the procedure above—first with every child functioning as a manager; second, with every child functioning as a clerk; and, third, with every child functioning as a customer. Discuss the impossibility of carrying on the business without the correct proportion in interpersonal relationships.

4. The children might simulate a business or industry. The hierarchy or order and proportion of necessary personnel to operate the business could be determined by the children. They should note that, generally, except in very small businesses, there are many more co-workers and followers needed.

   The responsibilities of each individual's function should be charted. These functions could be designated in a manner similar to the following:

   Manager or President (Leader)
   Assistant Managers or Vice-Presidents (Semi-leadership or co-worker functions)
   Production Workers (Followers)

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an awareness of the term "adaptability of skills" and its implication for work.

To develop motivation to become adaptable in skills.

RELATED BEHAVIORAL OBJECTIVES

1. Given a situation in which the child has learned certain physical or educational skills, he can relate the way in which these skills could be applied to various tasks.
2. Given tasks he has not previously performed, the child applies learned skills to accomplish new tasks.

SUGGESTED ACTIVITIES

1. In the introduction of a new mathematical operation (percentages or fractions, for example), have the child identify those processes (multiplication, division) that he has mastered which he now applies to the more complex operations.
2. During a physical education class, the teacher could have the children review a certain skill they have developed. For example, they may have shown considerable improvement in their time in running the 50-yard dash.

   The children should state how this skill could be adapted to other sports, bringing out that they are doing exactly the same thing but are adapting this skill to a new sport.
3. Introduce a new learning task. Have the children identify ways in which they can adapt skills they have already learned to the new task.
4. Write an autobiographical sketch in which the child describes adjustments he has made in a social situation.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Summer Job"

MATERIALS

None

PROCEDURE

1. Write the following items on the chalkboard or ditto:

   a. Your uncle offers you a summer job. It is not the kind of work you wanted to do and the hours are long.

   b. No other jobs are available. The only other thing you could do is mow lawns, but you need to earn more money.

   c. You will not be able to do the things you have planned with your friends—swim every day, play tennis, go camping, etc.

   d. Write statements about yourself that will influence your decision. You may be lazy, you may not want to learn new skills, or you may think the kind of work your Uncle offers would be boring.

   e. You have a certain goal—a ten-speed bicycle, a portable TV, a new item of clothing, or sports equipment. You MUST earn the money yourself.

   f. Tell about the adjustment you would have to make.
      1) In summer recreation plans.
      2) In your personal attitudes.
      3) In learning new and perhaps physically demanding skills.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of basic educational skills.

Study Habits
Thinking Process
Educational Planning

RELATED BEHAVIORAL OBJECTIVES

1. Given a specific learning task, the child can write a description of his approach to completion of the task.

2. Given a new task to perform, the child can describe his thinking process "out loud," relating his step-by-step methods.

3. Given a habit he has developed in performing a task, the child can describe how habits are formed and how habits can be changed.

4. Given an educational goal, the child can name those ways in which his personal planning can help him achieve his goal.

SUGGESTED ACTIVITIES

1. Select two or three subject area assignments. Each child can write a description of the way he completed the assignment. He should compare the ways in which he completed each assignment to determine if there is a pattern to his study habits. Volunteer children could present and discuss their descriptions with the class.

2. Each child could write three paragraphs beginning with the statement: "I always . . ." These paragraphs could be shared with the entire class. What do the words, "I always" indicate? (Habit!)

   How are habits formed? (Repetition!)
   How can we change "bad" habits?
   How can we form "good" habits?
   Why can good habits be important in the performance of study and work tasks? Give examples.

3. Keep a "Secret Diary" over a designated period of time. The child records the ways in which he conscientiously tries to overcome a bad study habit. A few children might be willing to share with the class ways in which they overcame a bad study habit and their feelings upon doing so. Did their schoolwork improve or become easier as a result?

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Tommy Too Late"

MATERIALS

None

PROCEDURE

1. The children could develop a cooperative story about Tommy who was always late in getting in his assignments.

   Tommy was always late in getting to school.

   Tommy was always late in getting home for supper.

   Etc.

2. After the story situation has been completed, each child in the class could write short, entertaining paragraphs about the complications Tommy got into as a result of always being too late.

3. Share the anecdotes with the class.

4. Select several to role play.

5. Role play a job situation in which Tommy's tardiness held up all work. For example, Tommy might be the only person who could deliver supplies for the day's work. How could one missing item hold up the day's production?

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an awareness of need for job skills.
- Entry level skills
- Growing job skills

To develop an awareness of job seeking skills.
- Sources of job information
- Job interview
- Personal data writing

RELATED BEHAVIORAL OBJECTIVES

1. Given specific school tasks, the child lists those skills he must previously have developed before he can perform the task.

2. Given current school tasks, the child can trace those skills that have grown and expanded over his elementary school years.

3. Given three or four different occupations, the child can identify sources of information about openings in those occupations.

4. Given the characteristics of two applicants for one job, the child can cite those characteristics that would be most desirable for that job.

5. Given a description of the responsibilities of a class or school office, the child can write a paragraph about his personal data that would qualify him for the office.

SUGGESTED ACTIVITIES

1. Describe at least five people, noting age, sex, size, physical and mental abilities, and leisure time interests. Suggest an occupation for each one.

2. The children could be given opportunities to observe classes in the primary grades. They should be assigned specific subject areas to observe. For example, the skill levels in mathematics (reading, spelling, writing, etc.) should be noted. Following these observations, comparisons should be made with the children's current skills. Note growth points. For example, single column addition, one syllable words, etc.

3. Invite a summer camp or playground director to talk to the class about those skills they expect young people to have acquired before considering them for a job. Request the speaker to emphasize those skills the children are now learning that would help them qualify for these positions in the future.

3. Invite the school personnel director to talk with the children about the kinds of things he asks during a job interview, those responses that affect him favorably and those that affect him unfavorably about the applicant, and to explain the major factors which influence his decision to hire an applicant. Both teaching and non-teaching jobs could be discussed.

4. Invite children in the school who may have part-time jobs (baby-sitting, newspaper routes, lawn care, snow removal, etc.) to tell the class how they found out about their jobs.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"My Resume"

MATERIALS

None

PROCEDURE

1. Explain to the children that a written document or report, called a "resume," is often required before an applicant can be considered for a job.

2. The children should identify those things that would be of importance in a resume. Their list should include such things as:
   Name, address, telephone number
   Personal information: Age, size, general health
   Education
   Experience
   Why they think they are capable of handling the job

3. Select actual classroom jobs.

4. Each child should write a resume' for the job he thinks he is most qualified.

5. Appoint a selection committee to review the resume's and decide which applicants should be interviewed.

6. The teacher can help the children realize the importance of making the final decision about "hiring" an applicant on the basis of his qualifications as revealed in his resume' and interview, rather than on the usual basis of popularity.

7. If this procedure is followed for all classroom jobs, many children who normally are not chosen for leadership positions will have an opportunity to experience the role of leadership.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the basic expectations of industry.

Attitudes
Habits

RELATED BEHAVIORAL OBJECTIVES

1. Given a positive and a negative attitude toward work, the child can state the reasons why a positive attitude would increase his employability.

2. Given an undesirable habit, the child can state why this habit would affect his productivity in a job situation.

SUGGESTED ACTIVITIES

1. Place two headings on the chalkboard: *I Hate To*, and *I Like To*. Ask each child to name one "hate" activity and one "like" activity. After the lists are completed, discuss the ways in which these attitudes are reflected in the performance of certain school or home tasks.

2. Define the word "attitude" for the children. (An attitude is a manner of acting, feeling, or training that shows one's disposition, opinion, etc.: as, "he has a friendly attitude toward all.")

   Have the children list all of the attitudes (pleasant and disagreeable) that they can think of. Record these on the chalkboard.

   Discuss the way in which these attitudes affect the children's classroom or playground activities.

3. Role play a discussion between a company president and a department manager considering two people for advancement or promotion. Indicate the way in which habits and attitudes influence their decision.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Attitudes Are Important"

MATERIALS

Duplicated Charts

PROCEDURE

1. The children can suggest different kinds of jobs in which they believe attitudes would be important to a person's continuing success.
2. The children can then suggest different attitudes that would influence success in a variety of jobs.
3. Duplicate several charts for each child.
4. Write jobs on the left hand column. Attitudes in the spaces at the top of the chart.
5. Match job and desirable attitudes.
6. Review the charts on completion as a whole class activity. If there is disagreement, each child should be given an opportunity to defend his position.
7. Additional charts could be developed at the teacher's discretion.

NOTES AND COMMENTS

SAMPLE CHART

	Friendly	Patient	Talkative	Cautious	Strong	Dependable	Shy	Lazy	
Plumber									
Driving Instructor									
Delivery Man									
Shoe Salesman									
News Reporter									
Etc.									

DECISION MAKING

To develop an awareness of steps in the decision-making process. (AWARENESS-APPRECIATION-MOTIVATION)

1. Defining the problem and the clients' (students') goals.
2. Agreeing mutually to achieve counseling (teaching) goals (outcomes).
3. Generating alternative problem solutions.
4. Collecting information about the alternatives.
5. Examining the consequences of the alternatives.
6. Reconsidering (revaluing) the goals, alternatives, and consequences.
7. Making the decision (choice) or tentatively selecting an alternative, contingent upon new developments and new opportunities.
8. Generalizing the decision-making process to meet problems.

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a current playground problem, the child uses each step listed above in the decision-making process to recommend a solution for meeting the problem.

2. Given decision-making problems, including both fact and opinion, the child recommends a solution, using the decision-making steps above, based solely on fact.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Identify a playground problem. For example a beautiful heavy snow may have fallen during the night. Throwing snowballs is exciting, but it is also strictly forbidden and a punishable offense in most school systems.

   The teacher should go through each of the decision-making steps with the children to reach a solution or an alternative decision.

2. Read a teacher-written story or a trade book. Trace the decision-making steps.

   For example, *Berries Goodman*, by Emily Chase Neville, could be read by the teacher to the class. Children should gather information on the following items:

   1. The Goodmans' problem.
   2. Family reaches a mutual goal.
   3. Alternatives solutions if the Goodmans remain in the city.
   4. Alternative solutions' effect upon each family member.
   5. Reasons family members gave for a return to the city.
   6. The ways in which the Goodmans revalued city living.
   7. The Goodmans' final decision.
   8. Review the decision the Goodmans made to meet their problem.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Fact or Opinion?"

MATERIALS

Chart reproduced for each child in the class

PROCEDURE

1. Be sure the children understand the difference between fact and opinion. Ask them to give examples to indicate their understanding.

2. Construct a blank chart similar to the one below for distribution to each child. Statements made by the children could be recorded on the chalkboard, later to be copied on the charts by the children. No more than 10 spaces for statements should appear on one paper to allow ample room for recording.

SAMPLE CHART

STATEMENT	FACT	OPINION
1. John Jones is a truck driver.	X	
2. John Jones is 6 feet 2 inches tall.	X	
3. John Jones must be the strongest man alive.		X
4. Most truck drivers are big men.		X
5. Women should be permitted to drive tractor-trailer rigs.		X
6. John Jones is a nice guy.		X
7. Mary Jones is a nurse.	X	
8. Mary Jones weighs 127 pounds.	X	
9. Mary Jones wears a pretty uniform.		X
10. Older nurses are more thoughtful.		X

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop motivation for learning and utilizing the decision-making process.

Step 1 will remain as stated in the decision-making process: define the problem and the clients' (students') goals.

Step 2. This should be modified to the extent that mutually achieved objectives, arrived at in the client-counselor or student-teacher relationship, may not always be possible for each student to experience, since a significant person may not be available in his everyday life. It is more likely that on numerous occasions in his life, and even during the school years, individuals will have to decide for themselves through the use of internally located reasoning and remembering processes just what outcome is desired.

Steps 3 and 6 will remain unchanged and can be used by students, teachers and counselors in practical life situations as well as in simulation exercises during the school years.

In Step 7 the latter portion should be eliminated in that, when an individual gets to the point of reaching a decision and executing that decision in a life situation, the luxury of tentatively selecting an alternative contingent upon new developments and opportunities is seldom possible. Rather, he may have to accept the consequences of his decision and move on through life.

Step 8 will remain as stated.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of the decisions the child makes in an ordinary day in his life, he defines the problems and evaluates the results of his decisions.

2. Given a hypothetical family decision, the child identifies individual problems and suggests those choices that will result in achieving satisfactory goals for each family member.

3. Given several jobs that must be done in producing a TV newscast, the child selects one job that is most compatible with his interests and skills.

4. Given a choice of several occupations in the environmental field, involving the same result—soil conservation—but demanding different working conditions and providing different salaries, the child identifies the factors that resulted in his decision about which job is most compatible with his interests and goals.

SUGGESTED ACTIVITIES

1. Using an ordinary day in the child's life, each child will keep a record of ALL the decisions (and their alternatives) he makes throughout the day. Such ordinary decisions as deciding to have a second glass of milk, choosing a green popsicle instead of a red one, deciding to wear shorts instead of a dress, deciding to play softball instead of taking a hike, deciding to walk home a different way, and so on should be included.

   The following day the child should decide why he believes he made each decision, name the people who were involved in making his decision, and state whether or not his decision proved to be a satisfactory one for himself and for others.

2. Name at least five jobs that must be done in producing a TV newscast. Write an application for the job that each believes most fits his interests and abilities. Give some reasons for deciding upon that particular job.

3. The following descriptions of three environmental occupations could be reproduced for each child in the class. Each of the jobs is directly concerned with soil conservation. Differences in some aspects of each job require that a decision must be made that will be in accordance with his interests and goals. Name the job he would choose and give reasons for his preference.

   FIRST JOB:
   Scientist working on a research project in soil conservation.
   Work is done in a laboratory on soil analysis.
   Working hours are from 8 a.m. to 5 p.m.
   Travel distance from home to office is 10 miles round trip.
   Salary: $20,000.00

   SECOND JOB:
   County agriculture agent as soil conservation specialist.
   Work is done outdoors consulting and advising farmers on the latest conservation methods.
   Working hours are from 6:30 a.m. to 4:00 p.m.
   Travel distance averages 100 miles per day.
   Salary: $12,000.00

   THIRD JOB:
   Wheat farmer.
   Works outdoors planting, cultivating, and harvesting.
   Plans contour plowing, drainage, and crop rotation to conserve soil.
   Working hours are from dawn until dark (sometimes after dark by light from tractor).
   No travel—work is on his own farm.
   Profit: $1,500.00 net, *if* the market price for wheat remains steady.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Family Decision"

MATERIALS

Dittoed story for each child in the classroom.

PROCEDURE

1. Ditto and distribute copies of the Johnson family's story.
2. Instruct the children to study it carefully and make recommendations for a decision, taking into consideration the effect the decision will have on each family member.
3. Share the decisions made by each child with the class. If other class members do not agree, permit the decision-maker to defend his decision.

"A Family Decision"

Mr. Johnson has been a barber for twenty years. In his community of Oakville there are many barbers. Also more and more men and boys are wearing their hair longer and getting fewer haircuts.

One night Mr. Johnson asks his family to remain at the kitchen table after dinner. He tells them that he cannot continue to make a living as a barber in Oakville. He feels that he must do something else in another town. He wants to involve his family in this decision.

MR. JOHNSON is forty-five years old. He is patient. He is willing to work hard. He gets along well with people. He uses his hands well. He loves his family and wants to provide for them.

MRS. JOHNSON is forty-one. She loves their little home in Oakville. She would not like to move. She is a good housewife. She is an active member of the Women's Association of her church. Her mother and father live in Oakville. She does a great deal for them. Mrs. Johnson worked in an office before she was married.

JERRY JOHNSON is fifteen years old. He is a sophomore in Oakville High School. Jerry is a good basketball player. He is working hard to make the first team during his junior year. The coach has told him he has a good chance to make the first string team. Jerry hopes to earn a college scholarship for his basketball playing ability. He doesn't know if he would be able to earn a starting position on a team in another town. Jerry does not want to leave Oakville.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that the decision-making process is involved in the choice of a career and in success and satisfaction in a career after a choice has been made.

RELATED BEHAVIORAL OBJECTIVES

1. Given a problem or conflict situation (between his personal interests), the child states the origin of the problem.
2. Given the origin of the problem, the child defines the problem and all of the words used in the statement of the problem.
3. Given the problem statement, the child makes sure the problem exists by beginning the statement with "Should" and ending it with a question mark.

   EXAMPLE: Should the child pursue a hobby or delay certain gratifications until he has completed his study tasks?
4. Given the problem, the child drafts hypotheses (hunches, guesses, if-then predictions).
5. Given the hypotheses, the child gathers relevant data.
6. Given relevant data, the child tests his hypotheses in light of the data.
7. Given the test results of his hypotheses, the child reaches a tentative conclusion.
8. Given his tentative conclusion, the child predicts possible consequences of that conclusion.
9. Given the possible consequences, the child acts on the basis of his conclusion.
10. Given the experience of acting on his conclusion, the child can revise the conclusion in the light of experience.
11. Given several current hobbies or interests (sports, drawing cartoons, dancing, dramatics, etc.) the child selects one that *might* be a satisfying career for him, using the first eight steps in the decision-making process above.

SUGGESTED ACTIVITIES

1. Identify several common problems, e.g. building a model car at the expense of completing homework assignments.

2. Work out decisions as a class activity, carefully following each step in the decision-making process listed above.

3. Ask each child to identify a problem in his environment. Encourage imagination. For example, solid waste disposal or the performance of a simple household chore.

4. Write autobiographies in which children picture themselves twenty years in the future.

5. Make a *tentative* vocational decision based on a current hobby or interest. Use the first eight steps of the decision-making process on the preceding page.

   For example:

   1) John has two hobbies or interests—football and playing the trumpet—which he thinks he might like to pursue as a career.

   2) John knows that if he decides to become a professional musician or a professional athlete he must make a decision to enter only one major field of endeavor.

   3) "Should I become a professional musician or a professional athlete?"

   4) John makes guesses or hunches about the two possibilities. "I would make more money in a shorter period of time if . . . ." "I could work many more years as a . . . ." "I might be severely injured if I . . . ." Etc.

   5) John gathers relevant data. How much time would he have to devote to training and/or practice in each career? What physical attributes would he have to have to succeed in each career? What skills should he now have? What would his approximate lifetime income be in each career? What might he have to give up that he enjoys doing very much and that is important to him in each career? What are his chances (given the talent and ability) of getting the right "breaks" in each career?

   6) John analyzes the data in two colums: one headed "I would be willing to" and the other headed "I would *not* be willing to."

   7) John reaches a tentative decision.

   8) John predicts the possible lifetime satisfactions of his tentative decision.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"The Imagineers"

MATERIALS

Science Fiction stories available in the school libraries.
For example.

The Stowaway to the Mushroom Planet. Cameron
Mathew Looney's Invasion of the Earth. Beatty
Time at the Top. Ormondroyd
City Underground. Martel
Wrinkle in Time. L'Engle
Have Space Suit—Will Travel. Heinlein
"R" is for Rocket. Bradbury.

PROCEDURE

1. Provide an opportunity for each child in the class to read at least one science fiction story to spark the imagination.

2. Discuss several of the stories. What may have seemed "far out" in the stories the children read? Can they name some of the things that seem commonplace to us now that were considered "far out" at an earlier time?

   The teacher might cite several examples. For example, an expert said at one time the "horseless carriage" was only a dream of the feeble-minded. Six years later Henry Ford produced the one-millionth Ford.

   The Wright Brothers first flight was not even reported in the newspapers of the time. Editors didn't want to support "fools."

3. Tell the children that they will be working in a career of their own choosing when the Third Millenium begins (based on the Christian calendar)—the most exciting time that man can imagine. The only limits to the wondrous things that man can accomplish lie within man's ability to dream, to create, to invent. The technical knowledge is here—but it needs the imagination of man to put it to use in improving the quality of our lives. We must all be "imagineers."

4. Ask each child to select an area or way of doing something in our environment today that could be improved. Encourage highly imaginative new ideas. The idea could be developed using the decision-making processes as a guideline. For example:

1) Define the problem.
2) Be sure the problem exists by asking, for example: *Should* a better method of (transportation) be developed?
3) Describe in detail this invention.
4) Describe in detail how this invention could solve the problem.
5) Describe any possible bad outcomes of this invention.
6) Comparing the good and bad effects of this invention, make a decision on whether or not a person would proceed with this invention.
7) If a person decides not to proceed, revise this invention.

5. Children can share their "imagineerings" with their classmates.

6. Pictures might be drawn of their inventions and displayed on a hall bulletin board.

7. Industrial designers and engineers could be invited into the classroom to discuss the ways in which decisions to produce new items may be made in industry.

8. Imaginative stories might be written of the ways in which mankind could benefit from the children's innovations.

NOTES AND COMMENTS